

# Educational Supplement

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## NOP SPECIAL SURVEY

### What teachers want

- Standard tests at 8, 11 and 14
- Grammar schools
- Control of the curriculum
- The right to cane

### and don't want

- A common curriculum
- Parent power
- Pupil power
- Big secondary schools

These are among the main findings of a survey of teachers' views carried out for The Times Educational Supplement by NOP Market Research Ltd. Full report page 6.



David Smith

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### So where are all the rebels?

The overall picture which emerges from the TES survey of teacher opinion carried out by the National Opinion Poll last spring is of a politically and professionally stable and rather conservative teaching force, no longer dominated by the young. Few have changed their jobs in the last few years. There is evidence of increasingly settled patterns of life, more home ownership, a little badminton, a trip to the theatre; a clinging to traditional attitudes—keep the cane and grammar schools and prayers in assembly. There is hardly the subversive, alienated teaching force which is often portrayed by critics.

Coupled with these settled views is some evidence of dislike of outside interference in the running of schools and design of the curriculum. Parent power for parents and pupils is decisively rejected. Governors and managers rate a dismaying shrug. The head and the staff are seen as the main architects of the curriculum, and a national curriculum is overwhelmingly opposed. Neither the DES nor, perhaps more significantly, local authorities are seen as having an important influence on the curriculum. And just to depress the I.e.s. further many teachers have expressed objection to being paid direct by central government.

This poll was taken while the regional conferences and subsequent consultations were going on, and the Green Paper was being written. During the regional conferences, the local authorities were conspicuous by their silence. In the Green Paper, the DES has made every effort to place upon them the responsibility for coordinating the work of schools in their areas, for pulling together the curriculum. This survey suggests that the I.e.s. have a lot of work to do if they are to run in the schools in the way intended, and the DES hope.

Nevertheless, there is evidence of experiment and change within that framework. New teaching methods are getting qualified approval, particularly from those teaching the sort of children for whom the traditional academic type of work has proved most unsuitable. There is a strong view

that more should be done to bridge the gap between school and work. And, as among the general public, there is a general uncertainty about what has happened to standards.

There is however one joker in the pack. The survey shows strong support for national standards tests particularly for older children. At this point all the frustrations inherent in surveys of this kind, with a small sample and a set of questions, become all too apparent. What sort of tests? What subject matter? Why are teachers so keen on them? How does this fit in with the strong dislike of a national curriculum or with the low status accorded to inspectors when it comes to designing the curriculum?

We cannot answer these questions—though it is tempting to speculate about the role of such tests. Would they be some sort of wall of defence against outside interference? Would a national bank of diverse tests be chosen cafeteria-style to fit any given curriculum? Or the bill? At least this result, along with others, could provide food for thought for the DES and the Assessment of Performance Unit. Mrs Williams could contemplate the size of the corporal punishment lobby she will be taking on if she decides the case should go. The National Union of Teachers, while drawing comfort from the views on control of the curriculum, might pause a while over tests.

But most of all, perhaps, the local authorities and Her Majesty's Inspectors might take stock of their position. If there is to be more coordination of the curriculum either locally or nationally, the head teachers emerge as the key figures to recruit to the cause. There is nothing new in that. But there is, perhaps, something a bit surprising about the apparent lack of local feeling. Beyond the school wall there does not seem to be a strong preference for a locally paid and administered service.

### No comment

Musical husband of dedicated deputy head seeks temple company under 50. Central London, SE or NW Kent. Perhaps suit wife of another deputy head. Box . . . from the New Statesman.

### DES ruling could look out 5,000 gypsy children

Five thousand gypsy children could be banned from going to school next week because of a ruling by the Department of Education and Science. The children live on roadside camps because not all local authorities have made sites available to travellers under the 1968 Caravan Sites Act. There are about 5,000 gypsy families still waiting for official sites and the National Gypsy Education Council estimates that 5,000 children receive no education. Local authorities have the power to refuse to provide teachers or classrooms to gypsy children who are not on official sites. The London borough of Croydon has already decided that 15 children on "illegal" sites will not be admitted to schools after taking advice from the DES. The ruling from the Department says that local authorities may take into account the legality of the parents' residence. "This means there is no obligation on them to make educational provision." Mr K. J. Revell, director of education for Croydon, said this week: "We have done a good deal for the education of gypsy and travelling children who are on regular sites." Teachers and a classroom had been provided, he said. "We have not admitted those who are on irregular sites or who are in fact trespassing." The executive committee of the National Gypsy Education Council will meet on September 10 to decide what action to take. Possibilities are an appeal to the Interior Minister or a complaint to the national Court of Justice at The Hague or a complaint to the Ombudsman.

### Save it

Millions of pounds could be saved each year by more careful use of heating and lighting in schools. page 3

### What a plateful

Five top London caterers were asked to devise a menu for feeding 500 schoolchildren within the cost limit allowed to school kitchens. page 3

### Significant myths

How important is it to tell children stories? Ted Hughes looks at Plato's theory of education for the young and explains why he rates myth so highly. page 11

### Testing maths

The British Association for the Advancement of Science meeting in Aston this week heard of the need for a national test in maths for all pupils and the Government's plans to test a sample of children. page 5

Leaders, 2; personal column, Gerry Fowler, 4; sport, 8; foreign news, 9; Letters, 10; features, 11; Highgate and the Greek Myth, 11; 13; Books, A. H. English reviews Henry Wadsworth Longfellow's philosophy of education; politics, literature, children's programmes, business, 12; 13; 14; 15; 16; 17; 18; 19; 20; Talkback, 29; Arts reviews, Edith Lough festival, Kabuki theatre, radio, television, theatre, 46; 47; Break, crossword, maths teachers, 48.

### Extra: Travel

pages 21-28

### Classified ad index

page 32

### 'The TES'

We apologise to readers for the number of mistakes in this week's issue. They are caused by inhuman problems in the composing and reading rooms.

## What price engineers?

Up for discussion at this week's annual meeting of the British Association for the Advancement of Science is the report on the engineering profession published last week. It is a report on the engineering profession published last week. It is a report on the engineering profession published last week.

It barely even addresses itself to the fundamental question of whether or not more engineers are needed, preferring the obvious formula that more and better engineers would not do us any harm, and that if there were a rapid expansion in the future there might be shortages of certain kinds of engineers.

One apparently perverse suggestion for attracting more able entrants to the profession is to reduce the entry requirements by not insisting that would-be engineering students have to have physics A level. Any attempt to undo the worst effects of too early specialisation in more flexible university entry requirements would be welcomed. But the suggestion that engineering departments are geared to cope with less well-prepared students also uncomfortably with the report's other plea for a standardised mathematics A level because these same departments cannot deal with the variety of skills covered by 50 different mathematics syllabuses.

It is hard to see how they will accommodate the omission of a

whole subject when they cannot apparently manage slight variations within another. Even students with Nuffield physics instead of a traditional A level have in the past had difficulties in difficulties. Certainly it will require more than simply changing the wording of prospectuses, the suggestion of the man responsible for the report, Dr Joseph Pope, vice-chancellor of Aston University.

If the supply of engineers does need to be increased, perhaps departments should look first to the better prepared students who at present drop out of engineering courses, and make sure they are giving them every opportunity to become well trained engineers. If the experience of other science and technology courses that have been thrown upon to arise trained sixth formers is anything to go by, relaxing the entry requirements for engineering courses is not going to make any substantial difference. Why should a sixth former with a good record in physics and mathematics perhaps the least well-paid and most underemployed profession in industry?

The Pope report goes to Sir Monty Finniston, who, besides chairman of the British Association committee that commissioned this report, has been asked to head the inquiry into the engineering profession. That report will, no doubt, be slower in coming but must be more thorough. It must have an engineering professor that has never to recommend itself to an able youngster than the country needs him or her—or thinks it does.

## Overtime and under age

Buried among impassioned letters on the spread of kissing, the year of the Hoovery, and the gentrification of Islington, the August correspondence column of *The Times* have included a sharp, cogent article on the subject of homework.

Mr. Ronald Dahl, the children's author (every child at a state primary school must be given *Charlie and the Chocolate Factory* to read) complained that children at state schools "excepting those at our splendid grammar schools... are not set homework. His own children go to private schools.

He was shot down by a secondary head and three comprehensive pupils who said that just was not true, and a primary teacher who denied the wide output of her class of 36, without homework, and her range of extracurricular activities.

When it comes to homework, prejudices have their head, since there are few restraining facts about its use and effects. The correspondence-ed Mrs. Penelope Weston to release some results (part of Professor Philip Taylor's study of curricula for 13- to 14-year-olds)

of a survey of homework in 100 West Midland schools.

In 67 of them, all children were expected to do homework designed to take anything from one to two hours every day. Mrs. Weston concluded that both lower ability children and their teachers found the policy of compulsory homework for all useless and frustrating. Meanwhile Her Majesty's Inspector, in their recent report on gifted children, complained about the results of un differentiated homework for the ablest pupils.

No doubt the HMI's secondary survey will shed further light on the topic. It seems a safe guess that homework is productive, or otherwise, depending on how carefully it is planned, and assessed, and how far the school manages to supply children with enough books and resources to do interesting work at home (no easy matter, these days).

He however thoughtfully and conscientiously schools allocate homework, Miss Sarah Tetton from Haverstock comprehensive deserves an answer to her question in *The Times*: "Why are adults so anxious for children to work such long hours?"

What does pastoral care really mean? Maurice Holt takes a close look at one of today's pet theories.

## Tending the flock

by Stephen Cohen

A few months ago, a head concluded a letter to the *TES* with the observation "a comprehensive school is as strong as its pastoral system".

Statements of this kind can usually be expected to pass unchallenged. It is one of several conventional pieties about curriculum and organization, each likely to provoke an approving nod and perhaps a warm glow inside. Possible copies for others are integrated work, individualized learning and the community school.

Each of these concepts has an important part to play. But none of them can alone bring in the millennium, and none of them has the central role so often advocated by perceptive supporters. The concept of pastoral care particularly deserves examination, since it has become almost a heresy to suggest there can be too much of it.

The heresy is to take a part of a complex truth and suggest it represents the whole; and when we are told that the strength of a comprehensive school lies in its system of pastoral care, it is time to raise our eyes, sit up and take notice.

It is not just that pastoral care is a very expensive part of ability which attracts large allowances and small teaching loads; there is the real business of the school is to do with social rather than with academic ends. Mind you, the pastoral buffers are wise to this one, and will quickly assure you that pastoral care is not a hand in hand with the academic programme.

But in books on the subject you will find statements like: "Many teachers have begun to see pastoral care not merely as a way of supporting the academic work, but as having a central educative purpose in itself." That is strange, and the logic of it is that pastoral activities will play as vital a part, and make the same order of demand on the staff, as the academic curriculum. Furthermore, the ideological wedge between the pastoral and the academic.

Yet we can all agree that if teaching is to be effective, every teacher must be in the pastoral care business, in the sense of getting to know the children and using that knowledge to infuse their learning with the meaning and the security of their own confidence that they are valued for their own sake and respected as individuals.

Education children implies relating to them, we could rather than as much worksheet fodder. A relationship is impossible without a social context; but its only purpose is to enable us to use our skill and humanity to introduce our pupils to those kind of cognitive understanding which represent our cultural inheritance.

The curriculum must, in the narrowest sense, be a socializing and civilizing force, not only through the thoughtful teaching of maths and other traditional components, but because it will include social and moral education, whether in the classroom, drama studio, school forum or on the sports field. To suggest that pastoral care has a separate educative purpose in its own right is not just wrong-headed;

it is to distort and devalue the nature of the learning process.

What looked at first like a slight error of emphasis turns out to cut a lot deeper. There are two reasons for the exaggerated importance pastoral care has been given. One is a failure to get down to coherent curriculum planning. If the curriculum—meaning all the intentional learning activities of the school—is seen as the agent for giving all pupils a whole education, rather than each pupil some sort of education, then pastoral care is not needed as some kind of upper cylinder lubricant.

But if pupils are in untreated groups for humanities, the middle band for maths and the top set for French, they are bound to feel a bit disorientated; neither does it help when, as early as the third year, option schemes force them to choose between unrelated subjects or courses with an important influence on their future.

Pastoral care is then a compensatory mechanism, the numbers right in the option groups, matching pupils to the shape of the existing holes, dealing with the disorientation generated (as research has shown) by curriculum inadequacies, and counselling teachers to produce the bits of paper necessary to keep the great labelling mechanism going.

The second reason is simply the 1960s' infatuation with psychological theories of adolescence, coupled with the feeling that schools can't do anything about it. The idea of putting pupils right over the nature of the media is changing the nature of society itself.

If pupils change society because of our efforts, it will be as a result of our refusal to be diverted from the educational engagement; from the task of giving them that broad general education which equips them for personal autonomy and learning.

If we allow the psychologists to do this bit of thinking for us, then we are back with the search for a curriculum determinant, and then a firm but understanding parent. Another corollary is the idea that the better we know the child, the better it will be.

But it is not possible to take an excessive interest in the affairs of the adolescent? Is there not something rather intrusive about the teacher who tries to stand, as it were, above the child's world?

Not a word I have said should be taken to mean that I am against pastoral care; I am against the idea that it matters as much as components, and that wisdom seems to assume, life to do with the pupil's school as an institutional home from home, and from thence derive the key tasks of the form tutor.

Then the year (or house) tutor has a vital role in sorting out difficulties. The author is a former headmaster of Sharnes School, Herefordshire.

sharply worded warning was issued this week to British teachers to be thinking of emigrating to New Zealand. Potential migrants are told of the high cost of living in liaison with the head of other staff, or with parents or first-rate staff, and cannot be concerned about the New Zealand government's decision to launch a teacher recruitment campaign in the United Kingdom.

Over the next few days a team of interviewers will be meeting with more than 100 British teachers who are applying to work in New Zealand. More than 1,500 requests for information have been received by the New Zealand High Commission in London after a series of advertisements in educational journals.

The Wellington teachers say they will not alleviate the severe shortage of mathematics, science, economics and drawing diagrams. The inefficient school is being run when staff are not in the country. Only a marked upgrading of salaries and conditions of service will not alleviate the severe shortage of mathematics, science, economics and drawing diagrams.

The tutoring role can be made more effective part of the leavers' programme. Many went to Australia but came to Britain. The recruitment campaign is part of an attempt to alleviate the effects of emigration which has increased five fold in one year.

We are at present going through a period of mass wastage of specialist teachers, particularly in the comprehensive of 1,000 pupils secondary school. They are leaving to go to the profession for greater pastures and 60 points for above-average posts. Six year tutors on the whole would be generous, costing to fill the gap might work this year but it will not cure the disease that manifests itself in a disaffected total is 15, or 25 per cent of teachers in our schools.

The Wellington teachers also compare this with four in the last year. The last year's teachers could be offered a scale 4 and upper scale 4 and three points for a total of 18p a head for the cost of food.

M. Franco, of the San Pederano restaurant, Kensington, was one of five catering experts asked by the Weight Watchers magazine to do the job many school supervisors have to tackle five days a week—feeding 500 growing children without exceeding the budgetary limit.

I spent a whole day with my chef wrestling with ideas. M. Franco said: "I could maybe feed 400 on that money if I filled them with spaghetti but what are the other 100 going to eat?"

It is disgusting. They must eat better in prison. I do not think I could do it. I could face the children if I fed them like that."

The competitors were also expected to meet the official nutritional content of the school dinner: 1,500 calories, 50g protein, 50g fat, 50g sugar, 50g fibre. The most successful was Miss Prue Leith, who runs both a restaurant and a school of cookery and home economics in London.

She started from the realistic assumption that 500 pupils would be a lot more difficult to feed on 500 than 500 middle-class food buffs who would eat nutritious bean shoots, sprouts and peanut salad, or cous-cous or bagels.

Recognising that nutritious food was no good if it was too unfamiliar to be acceptable, Miss Leith settled for a dish "as close to baked beans as is decent." She favoured pulses like haricot beans because of their high vegetable protein and vitamin B, as well as cabbage salad and

## usher to stay home han go down under

by Stephen Cohen

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say they do not believe that the full facts of New Zealand's economic position are given to British teachers.

We are suffering from the worldwide malaise of inflation. Unfortunately, we have another, possibly more important, problem that could affect the migrant—housing.

Mortgages are hard to obtain, they say. Several years' residence is usually required for a mortgage which is commonly worth 50 per cent of the cost of a house. Solicitors or finance companies charge up to 18 per cent interest and repayments are often £200 a month.

The crunch is, however, that even this supply of money is exhausted. "New Zealanders are having the greatest difficulty financing house purchase and many who have a house to sell have had them on the market for months or even years. A year's waiting period would need at least a one-third deposit and this, on an average house price of £15,000, would be around £5,000.

"The housing problem is so acute that we had the biggest loss of carpenters and builders' tradesmen we have experienced."

Salaries are not so attractive as they are described in the advertisements, they say. "One of our recently imported British teachers earns about £1.65 a week more than in the UK. He does not pay into the NZ superannuation scheme as he cannot afford the 7 per cent deductions. If he did so his weekly net would be less than when in Britain.

Salaries offered to British teachers start at £3,200 for those with two years' experience. A graduate with seven years' teaching experience can expect £5,342. The age limit for applicants is 45 and contracts are being offered for three years if a free passage is taken up.

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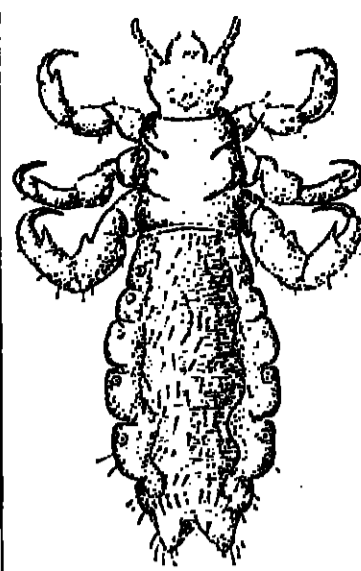
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## Coming clean about head lice

An attempt to get rid of the headlice before it becomes immune to current insecticides will be launched next week by the Health Education Council.

A survey by Dr Raymond Donaldson, senior lecturer in community medicine at the London School of Hygiene and Tropical Medicine, has revealed that more than 200,000 school children could be infested. The campaign will include head inspections in schools.

Millions of leaflets will be distributed and one area health authority is setting up a head louse hot line for callers seeking advice.

Dr Donaldson is convinced head lice could be eliminated from the scalps of children in this country by 1980 but only by a well-publicized campaign. Previous attempts have been frustrated by the unwillingness of people to acknowledge the maximum demand on their association with cleanliness.

The National Union of Teachers has called off its threatened strike in Oxfordshire after the authority gave an undertaking not to make teachers redundant.

The strike, which was due to start next week, was cancelled after a meeting between the union and the authority reached agreement on staffing ratios.

Mr Fred Jarvis, NUT general secretary, said that this was a "substantial victory." When talks broke down, he said, "I will call teachers under threat of redundancy," he said. "That threat has now been lifted."

But the news that at each school a sample of each day's menu was put on a tray and kept in the fridge for two days in case there was an outbreak of food poisoning struck them as very responsible catering.

One education authority has managed to save £1m on catering in response to the Government call for economies in local government spending—by changing the menu of school meals without losing a single calorie.

Hereford and Worcester county council has replaced such dishes as lemon meringue pie and butter-scotch tart with banana, custard, cheese and biscuits or apple with cheese. The simpler dishes need fewer hands in the school kitchens.

Bert Lodge

## How to save £105m on fuel by switching off the lights and fires

Schools and other educational institutions are to be encouraged to save millions of pounds this winter by making more efficient use of heating and lighting.

A bulletin published this week by the Department of Education and Science says about £150m a year could be saved if more care were taken by the occupants of schools, if improvements were made in existing buildings and if new buildings were better designed.

Teachers and pupils are to be told to turn off supplementary heating such as electric fires unless absolutely necessary, to switch off all electric appliances and lights when not needed, to turn heating systems down rather than open windows, and to make economies in the use of hot water, subject to the need for cleanliness and hygiene.

In daytime curtains and blinds should be drawn back when not needed to make maximum use of daylight, although if they are drawn at dusk this could save up to 20 per cent of heat loss through windows overnight.

The bulletin, which is based on experience from local authorities, the DES's own development projects and from research work, says that electric appliances and lights do wear clothes that are suitable for internal temperatures.

If the heating of a building can be "zoned" then plant should be used economically and heat and light not supplied to unused areas. External doors should be kept closed as much as possible and all windows closed overnight.

The bulletin even suggests that equipment such as a Port Talbot heating engineer whose plan was to link energy and resource conservation with environmental education.

The scheme, which will cost about 25p per child, has been praised by the Duke of Edinburgh.

Officers have estimated that an average secondary school could "earn" £600 a year from energy saving in this way. No school will be forced to take part in the scheme if it does not wish to and there will be safeguards to ensure that a school does not become underfunded in the drive for economy.

And schoolchildren in Dyfed are to help make aluminium foil reflector shields to fit between school radiators and outside walls in a bid to save fuel. The idea for a pilot scheme came from a Port Talbot heating engineer whose plan was to link energy and resource conservation with environmental education.

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Mark Vaughan

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## Letter to the Editor

### How to learn the political facts of life

Sir,—I was very interested to see your report on the Hansard Society's paper *The Political Awareness of the School Leaver* (August 19). I teach the basic concepts of government and politics as part of a four-year humanities course at a secondary school but have not, as yet, seen the paper. However, may I comment on some of the points raised in your report?

I am struck by the fact that many of its statistics exactly confirm results of my own sample surveys which I carry out as part of my course. The figures for newspaper readership particularly reflected my own findings and because of that I would suggest that they are not accurate. My school has a definite bias away from those homes in which one would expect to find readers of quality newspapers.

The research circulation of *The Daily Telegraph*, if not of *The Times* or *The Guardian* is sufficient for it to have a larger than 7 per cent count in any accurate survey. (Presumably the fact that the figures quoted are more than 100 per cent is an indication of two family papers but whatever happened to *The Daily Mail*, which is very popular, and *The Daily Express*?)

In my surveys quality papers barely figure and that I always regard as a result of the school bias. So which schools did the Hansard Society survey, or alternatively, not survey?

The general picture is, of course, accurate, but also rather obvious. Here, I think, is our clue to putting right the "rule of thumb" political awareness revealed in your report. It is a fact that politics as a subject or interest is regarded with scorn, dislike, boredom and cynicism by a large proportion of the population. Many teachers shy away from it as well. These prejudices are passed on to the young, as indeed is suggested in your report.

My job in getting through the layer of alienation created by this

prejudice and misconception is extremely difficult. To do it by employing, responsibly, the methods of the popular press and television, controversial discussion, sensationalism, topicality and, as far as resources allow, highly visual content. My results, I think, are, at least on the immediate stage, better than average. Whether they are also lasting is impossible at this point. I suggest to anyone in preference to the old didactic "factual" approach.

Finally, can I say that I thoroughly disagree with Terry Cook's subject "on the curriculum. I believe that the polarization of political views over the past decade and the formation of extremist groups, particularly the National Front, makes it vitally important that children in school are properly taught, that in a democratic society there is redress of distress, even if it takes time to work. There is no such thing as "nothing you can do about it," a feeling which these groups trade on.

L. A. SUMMERS,  
Hill Cottage, 2, Toppin Road, Pentbury, Cambridge, West, Kent.

More letters, page 10.

## Classroom 'spies' not popular, says report

Newly qualified teachers do not like being observed in the classroom—by their teacher-tutors. This is the most definite finding to emerge from the latest report on the North-umbria induction pilot project, set up by the Government three years ago. A similar scheme is running in Liverpool.

The 115 probationers in North-umbria completing their first year last July were asked to give

eight features of the programme on a scale running from most effective to least effective. In every type of school—primary, secondary, middle, and secondary—"having someone watch you teach" was rated least effective.

Yet, the second most valued feature was "having a teacher tutor." First was "having someone to go to with problems" and "having extra time" without

classes" was highly prized by probationers in special, middle, and secondary schools, but those in primary rated it only sixth.

Classed as next to the least effective was "having discussion sessions in your own school."

End of year report, 1977, North-umbria Induction Pilot Project, School of Education, The University, St. Thomas's Street, Newcastle upon Tyne.

J. P. 1150



What do teachers think? PATRICIA ROWAN and LOIS RODGERS analyse the results of a survey carried out for the TES by NOP Market Research Ltd into teachers' views on some current issues.

# Yes—to testing, flogging and grammars

A majority of teachers in England and Wales are in favour of regular national tests of standards for all children. They are also in favour of grammar schools, corporal punishment, and the right of the head teacher to have the biggest say in the curriculum.

# No—to core curriculum, parent and pupil power

One of the most hotly argued subjects up and down the country during the course of this year's public debate on education was the imposition of regular national tests of standards at specific points in children's school life.

The Green Paper in July rejected the idea of rigid and uniform national tests at given ages. The TES poll, conducted during the course of the Great Debate, shows that a majority of teachers want such tests.

Are you in favour of standard national tests for all children at the ages of eight, 11 and 14? The question. Only 42 per cent wanted tests at eight years old, with 53 per cent against, but 58 per cent were in favour of tests at 11, and 62 per cent—nearly two-thirds—favoured them at 14.

If anything, this slightly underestimates the pro test vote, since some of those who voted against added that they were in favour of tests but disagreed with the ages chosen.

An analysis of the way the votes were cast according to the teaching sector, sex, age, area and seniority shows very little deviation from the overall verdicts. Primary school teachers are consistently slightly more in favour of tests than those in secondary schools.

Views on the uniformity of standards. To the question "Do you think that standards of pupil attainment have risen, fallen or stayed the same in the past five years?" the answer amounted to a national "don't know", with no overall majority for any of the

risen, fallen or stayed the same, with a small majority believing they have fallen. On the other hand, only a minority are prepared to condemn new teaching methods out of hand. Most teachers believe that there should be far more careers education and more preparation for jobs in schools. These are the main findings of a survey of teacher opinions carried out for The Times Educational Supplement by National Opinion Polls Market Research Ltd.

The interviews were conducted between March and June of this year and the views expressed should make an important contribution to the continuing debate on curriculum, standards and links between school and work, as well as other issues of public concern.

The results confirm a view of a teaching profession that is predominantly right-wing, fairly affluent, and hostile to interference from outside. But teachers are clearly open to new ideas on such important matters as teaching methods, national tests, and links with the world of work.

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When the votes were given for each ranking of importance emerged as: Head teachers, ordinary teachers, i.e.a.s, school inspectors, the DES, managers and governors. The low status given to inspectors may come as an unwelcome surprise both to i.e.a.s and to the DES.

The Taylor Committee's expected recommendation that governors and managers should have more control over the curriculum is even more sure of a duty answer. Not only did governors come bottom in the average rankings, but no one at all put them top of the list.

Perhaps the most remarkable new finding to come out of the survey demonstrates how far opinion is hardening against large secondary schools. Eighty-six per cent of all teachers in the survey, agreed with the statement "There should not be more than 1,000 pupils in a secondary school."

There might be room for quibbles about the arbitrary number of pupils given here and how far it should depend on the organization of the school (as one independent school head pointed out, the statement as given would rule out Eton), but there can be little doubt of the interpretation that big schools are now out of fashion.

There was also a large majority of 72 per cent against the elimination of all grammar schools (see comparisons, next page). But the complementary question on teaching methods which might add up to an indictment of both comprehensive organization and methods held the other way. Only 28 per cent of all teachers agreed with the statement "Innovations in teaching methods have done more harm than good." Fifty-six per cent disagreed, and a sizeable 17 per cent did not know.

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against the proposition that should have more say in the pens in schools. Newly with it. Yet again, it is the toughest job, in charge of exam classes of teenagers, most strongly against.

The message from the school and work has been accepted. Three-quarters of teachers agree that there should be far more careers education, industry and commerce in the curriculum.

Mrs Shirley Williams, the Education Secretary, has reacted to views from interested parties on whether corporal punishment might now be dispensed with in at least one subject on the teacher union agenda.

Fifty-four per cent of all teachers are in favour of the abolition of corporal punishment in primary schools, and 61 per cent in secondary schools.

There is little dissent in the majority view on corporal punishment in secondary schools. Two per cent of all teachers are in favour of its abolition, and 98 per cent are against.

Strong support is given to the pastoral role of teachers, 91 per cent in favour of school personal, as distinct from or course, guidance. And a clear majority in favour of clearer personal profiles on teachers, an issue which has proved controversial.

There appears to be no support for any attempt to reform the 1944 Education Act to remove compulsory religious teaching, a suggestion that prayers should be excluded from the assembly.

The great majority of teachers own their own home and car. Ninety-three per cent have a bank account and cheque book, 13 per cent credit cards, and 81 per cent own a television set.

A quarter have bought a car in the past 12 months. Eighty-five per cent have taken a holiday in the past 12 months, and a quarter went abroad. The biggest single group spent between £200 and £300 on their holiday.

Theatre-going is the favourite leisure activity claimed by 58 per cent of teachers, followed in order of popularity by watching television, concerts, cinema, watching sport and other.

Reading is top favourite with the 20 per cent in the "other" category. Badminton is the teacher's favourite sport.

Some of these figures can be compared with similar data collected in 1974. The most interesting changes that have happened over the past five years relate to the changing age structure of the teaching profession and to patterns of ownership. These two factors may be compared with similar data collected in 1974.

The most striking feature of the age breakdown is that the proportion of the age group under 25 has dropped from a quarter in 1974 to only 9 per cent this year (and will presumably go on dropping).

The fact that 60 per cent of teachers now fall into the 25 to 45 age bracket may account for the leap in home ownership. Or was that due to the Houghton award?

What is clear from the table below is that teachers are more likely to own their own home and car than the rest of the population.



# Home owning, badminton playing Mr Average

Big swing to the don't knows

Although teachers are still inclined to the right politically, as was shown in the last TES survey at the time of the October 1974 election, they did not swing to the Conservative Party as strongly as the rest of the country apparently did earlier this year.

Interviews for the 1977 survey were carried out between March and June of this year, covering the period of the Conservative landslide on the May local elections and the massive swing to the right in the by-elections.

But the only major changes revealed in our sample of teachers' political opinions are a big swing to the "don't knows" and a drop in Liberal support. Conservatives edged slightly further ahead.

It is natural, of course, for more people to stay in the don't know camp when no election is imminent. Gallup Poll found the same thing happened for the total population in the same period.

They found support for the Labour and Liberal parties much the same as our teachers' poll, the rest of the country gave the Conservatives more support at around 40 per cent.

For the TES poll, teachers were asked how they voted in 1974 and how they would vote if there were a general election tomorrow.

Labour 28, Conservative 25, Liberal 17, Nationalist 1, Did not/would not vote 9, Refused 1, Don't know 3.

One fact worth noting in a comparison between the table and the graph (right) showing voting intentions in 1974 as well as in 1977 is the difference between the intentions and the way people now say they actually voted. Support for all parties apparently dropped when it came to the vote.

In 1974 support for the Conservative party was much stronger in primary schools than in secondary, and teachers in higher and further education were much more likely to vote Labour or Liberal. The graph shows that support for all three parties has very much evened out across all institutions, while the Liberals have levelled out at the bottom everywhere except in the universities.

In order to compare results with the 1974 survey, when lecturers in colleges, polytechnics and universities in England, Wales and Scotland were included, we have incorporated figures on lecturers collected for the TES in this year in the voting graph and table, and omitted independent school teachers who were not polled in 1974.

# Then and now: how views compare with 1974

Most likely to be in favour of giving parents a say is a head, male, with a degree, teaching to exam level, or in an independent school. Probably he has more confidence.

Neither of the other two subjects for comparison presents the burning issue it did in 1974. This probably explains why there is no longer such a large majority who believe that raising the school leaving age was a mistake, or who favour the Treasury paying teachers' salaries direct, and why the "don't knows" have gone up.

Mrs Thatcher had only recently put forward the idea that teachers should be paid by central government when our 1974 poll was taken just before the October general election, so it was very much under debate then. Now the majority vote is more likely to reflect the view that power of the purse might as well be transferred from the i.e.a.s to where the real power lies.

The fact that two-thirds of all teachers still believe that raising the school leaving age was a mistake might be regarded as a discouraging verdict after three more years in which to come to terms with it.

Four of the questions in the survey repeated those put to a different sample of teachers by NOP for the TES in October, 1974.

The views expressed on grammar schools, parent power, teachers' paymasters and RSLA—proved remarkably similar to last time (left, right).

It is particularly interesting that exactly the same proportion, nearly three-quarters of all teachers, reject the proposition that all grammar schools should be eliminated, since this year's vote comes after the 1976 Education Act which legislated for just that elimination.

The pro-grammar school vote this time is consistent across all groups (table, page 6), though women are much more in favour than men, by 20 per cent. Heads are less keen on grammar schools than anyone else, except the teachers with non-academic teenagers on their hands.

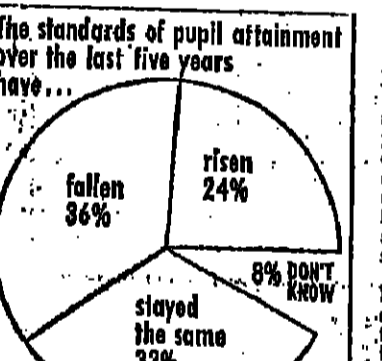
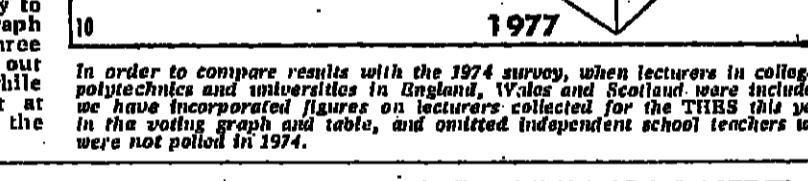
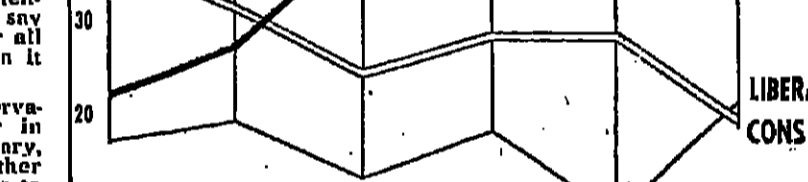
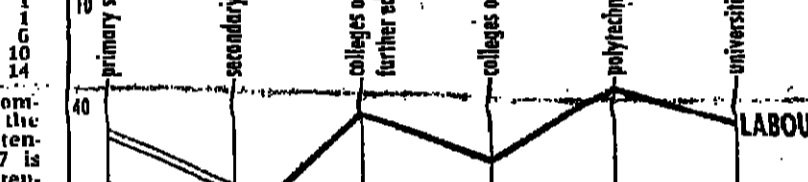
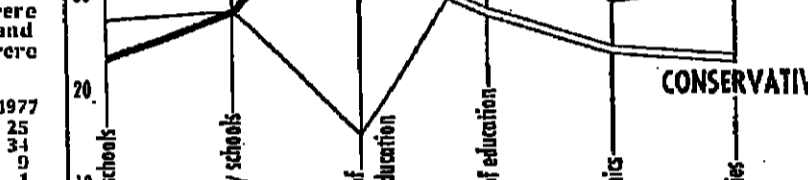
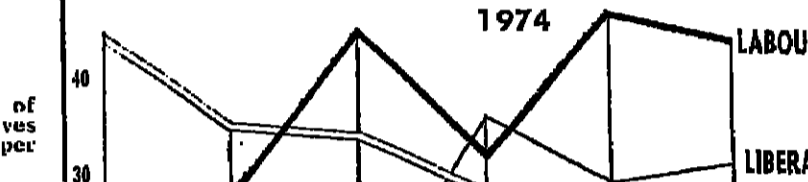
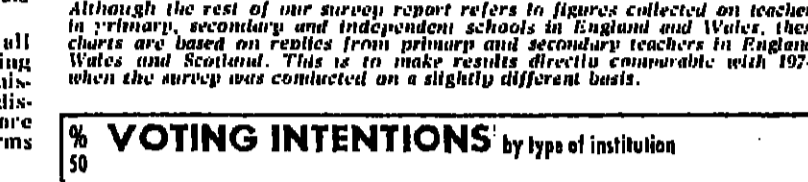
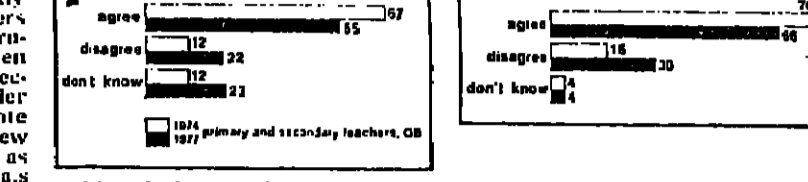
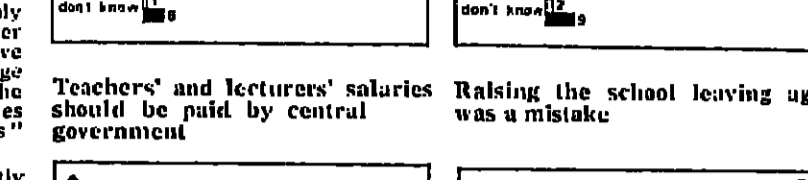
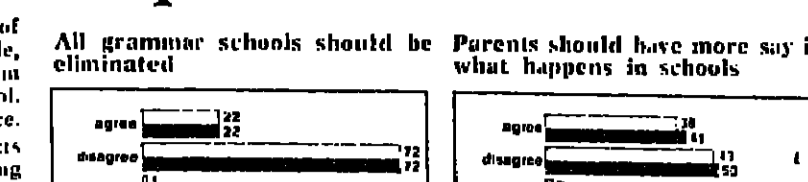
A few more "don't knows" have defected from the line-up against parent power over the three years. Primary teachers are most against it this time, as in 1974, perhaps because the parental presence is stronger in their schools, and better equipped to pronounce on the three R's than on more specialized subjects.

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Advertisement for 'Education, Engineers & Manufacturing Industry' published by The University of Aston in Birmingham. Includes details about support papers and contact information.

Table showing England and Wales percentages for various categories like Total, Primary, Secondary, Independent, etc., across different regions and age groups.

Advertisement for 'Learn as you play Spanish Guitar' by Boosey & Hawkes. Includes details about the publication, author, and contact information.



LETTERS

Super schools for super kids

Sir,—I was disturbed to read the reported views of the National Union of Teachers, of which I am a member, on the problems of gifted children. There appears some prejudice against the high IQ child. We make provision for the educationally sub-normal but not for the educationally super-normal. Both groups are handicapped and require special schools.



... but I've seen more explicit sex than you have.

Myth and education

Why was Plato so respectful of the myths and tales which formed the imaginative world of the Greek poets?



Ted Hughes looks at the rôle of the story in balancing the 'inner' and 'outer' worlds of man

what might be called a unit of imagination. A story which engages, say, earth and the underworld is a unit correspondingly flexible. It contains not merely the space and in some form or other the contents of those two places; it reconciles their contradictions in a workable fashion and holds open the way between them.

In attending to the world of such a story, there is the beginning of imaginative and mental control. There is the beginning of a form of contemplation. And to begin with, each story is separate from every other story. Each unit of imagination is like a whole separate imagination, no matter how many the head holds.

If the story is learnt well, so that all its parts can be seen at a glance, as if we looked through a window into it, then that story has become like the complicated hinterland of a single word. It has become a word. Any fragment of the story serves as the word by which the whole story's electrical circuit is switched into consciousness, and all its light and power brought to bear.

As a rather extreme example, take the story of Christ. No matter what point of that story we touch, the whole story hits us. If we mention the Nativity, or the miracle of the loaves and fishes, or Lazarus, or the Crucifixion, the voltage and inner brightness of the whole story is instantly there. A single word of reference is enough—just as you need to touch a power-line with only the tip of your finger.

The story itself is an acquisition, a kind of wealth. We only have to imagine for a moment an individual who knows nothing of it at all. His ignorance would shock us, and in a real way, he would be outside our society. How would he even begin to understand most of the ideas which are at the roots of our culture and appear everywhere among the branches?

To follow the meanings behind the one word Crucifixion would take us through most of European history, and much of Roman and Middle Eastern too. It would take us into every corner of our private life. And before long, it would compel us to acknowledge much more important meanings than merely informative ones. Openings of spiritual experience, a dedication to final realities which might well stop us dead in our tracks and demand of us personally a sacrifice which we could never otherwise have conceived.

A word of that sort has magnetized our life in to a special pattern. And behind it stands not just the crowded breadth of the world, but all the depths and intensities of it too. Those things have been raised out of chaos and brought into order by the story in a word. The word

To begin with, we can say that an education of the sort Plato proposes would work on a child in the following way: A child takes possession of a story as

Gossipmongers in the classroom

Sir,—In his businesslike analysis "Where there's the will" (August 19), Sir Ronald Gould referred to those teachers who, like the Ephesians of old, are obsessed with novelty. It was, in fact, not the Ephesians, but the people of Athens who spent their time "in nothing else but either to tell or hear some new thing" (Acts 17:21).

Entertainments

NATIONAL YOUTH THEATRE 21st ANNIVERSARY SEASON

SHAW THEATRE 100 Euston Road NW1. Box Office 388 1394. September 9-24

JULIUS CAESAR by William Shakespeare. In a modern dress production by Michael Croft

Modern dress is mostly used in Shakespeare, even by masters like Tyrone Guthrie, just to raise a laugh by its incongruity. Croft uses it absolutely to illuminate the meaning of the play.

Evenings: September 10-24 at 7.00. Matinees: September 9, 13, 14, 15, 20, 21, 22 and 23 at 2.30.

ROUND HOUSE DOWNSTAIRS Chalk Farm, NW3. Box Office 267 2564. September 8-24

GOOD LADS AT HEART by Peter Terson. For details of performance times ring Box Office 01 267 2564.

Keep it simple, keep it printed

Sir,—As a headteacher of an infant school about to become a first school, I read with interest Nicolette Gray's article "Laying down the letter" (August 19). I must write this letter as some of her comments are confused and unrealistic. To justify my comments I would like to say this. Many children in infant schools start to write their names which have been written carefully by the teacher, and not just by copying. Some schools do use ballpoint pens despite the theory and fact that it ruins some people's handwriting. If school used ballpoint and fibertipped pens my capitation allowance would quickly be spent. We use pencils like most infant schools because they are cheaper and less messy than other instruments. I acknowledge that Nicolette Gray came into contact with a group of four and five-year-olds whilst doing her research, but I do feel it

Mistaken about our errors

Sir,—The article "Testing Time for Kids" (August 19) contained a number of errors of fact which need to be corrected. Both publications referred to—the Richmond Tests of Basic Skills and the Cognitive Abilities Test—do in fact have sections in which full details are given of standard errors, reliability and validity, which your reviewer missed. These are in the tables of norms used by all teachers who administer the tests. It should be emphasized that both the Cognitive Abilities Test and the Richmond tests consist of a battery of separate tests, for diagnostic purposes, with a range of individual reliabilities for the different levels from 0.90 to 0.96 for the Cognitive Abilities Test and from 0.71 to 0.93 for the Richmond tests. Psychologists make a distinction between the kind of validity which attaches to the child's future attainment and concurrent validity which correlates with other established measures. Since the tests have been published so recently—1973 (CAT) and 1975 (Richmond Tests)—no CSE or GCE results, for instance, can be available until next year when it will be possible to measure predictive validity. Meanwhile research is going on all the time analysing data from schools and National Foundation for Educational Research tests and calculating factorial validities. When your reporter telephoned me, these

Teachers may be scapegoats

Sir,—It is now nearly two years since you published a letter I wrote asking for evidence about teacher incompetence. This was in response to a demand by Frank Harris at York University that incompetent teachers should be weeded out. I do not recall any response to my request and I now see that he is repeating his demands. May I ask once more what evidence exists which enables him to make such a strong claim, or for which he has any claim at all? I am very much afraid that in a wedding out exercise prompted by concerns about the ill in our schools. Such problems as exist are certainly not the consequence of bad teaching alone. We could look, with no less justification, at university departments of education, colleges and polytechnics and, indeed, at those areas of administration which have been instrumental in training policy. V. GORMALLY, North Riding College of Education.

What is a Greek Debate with the family?

Sir,—I was delighted to see your article on Plato's Republic. His writings can be seen as a profound and many-sided debate on just response to the question: how the ideal citizen is to be shaped. It is that you recognize that seemed to him quite possible to create an "head of steam" in the lobby for children, wise and responsible rulers, with a perceptive grasp of the Good. Yet he proposed to start their training with the incredible fantasies of these myths, the family is the most important of all. So what would be the effect of laying at the foundations stress, and really of their mental life this mass of super-natural figures and their impossible exercises. This is the history, who have come near often enough to worshipping Plato, have disapproved of these tales as absurdities. So how did he come to recommend them? They were the material of the Greek poets. Many of them had been recreated by poets into works that have been the model and despair of later writers. Yet we know what Plato thought about poets. He wanted them suppressed—much as it is said he suppressed his own poems when he encountered Socrates. If he winced at nothing of the poets, why was he so respectful of the myths and tales which formed the imaginative world of the poets? He had no religious motives. For Plato, the gods and goddesses were hardly more serious, as religious symbols, than they are for us. Yet they evidently did contain something important. What educational debate was it, then, that made them the best possible grounding for his future enlightened, realistic, perfectly adjusted citizen? Let us suppose he thought about it as he thought about everything else. What did he have in mind? Trying to answer that question leads us in interesting directions. Plato was preceded in Greece by more shadowy figures. They are a unique collection. Even what fragments remain of their writings reveal a cauldron of titanic ideas, from which Plato drew only a

spoonful. Wherever we look around us now, in the modern world, it is not easy to find anything that was not somehow prefigured in the conceptions of those early Greeks.

And nothing is more striking about their ideas than the strange, visionary atmosphere from which they emerge. Plato is human and familiar; he invented that careful, logical step-by-step style of investigation in which all his great dialogues are conducted, and which almost all later philosophers developed, until it evolved finally into the scientific method itself. But his predecessors stand in a different world. By comparison they seem like mythical figures, living in myth, dreaming mythical dreams.

And so they were. We find them embedded in myth. Their vast powerful notions are emerging, like figures in half-relief, from the mass of myth, which in turn is lifting from the human/saimal darkness of early Greece.

Why did they rise in Greece and not somewhere else? What was so special about early Greece? The various peoples of Greece had created their own religions and mythologies, more or less related but with differences. Further abroad, other nations had created theirs, again often borrowing from common sources, but evolving separate systems, sometimes gigantic systems.

Those supernatural seeming dreams, full of conflict and authority and unearthly states of feeling, were projections of man's inner and outer world. They developed their ritual, their dogma, their hierarchy of spiritual values in a particular way in each separated group. Then at the beginning of the first millennium they began to converge, by one means or another, on Greece.

They came from Africa via Egypt, from Asia via Persia and the Middle East, from Europe and from all the shores of the Mediterranean. Meeting in Greece, they mingled with those rising from the soil of Greece itself. Wherever two cultures with their religious ideas are brought sharply together, there is an inner explosion. Greece had become the battleground of the religious and mythological inspirations of much of the archaic world. The conflict was severe, and the effort to find solutions and make peace among all those contradictory elements was correspondingly great.

And the heroes of the struggle were those early philosophers. The struggle created them, it opened the depths of spirit and imagination to them, and they made sense of it. What was religious passion in the religious became in them a special sense of the holiness and seriousness of existence. What was obscure symbolic mystery in the mythologies became in them a bright, manifold perception of universal and human truths. In their works we see the transformation from one to the other taking place. And the great age which immediately followed them, in the fifth century BC, was the culmination of the activity.

It seems proper, then, that the fantastic dimension of those tales should have appeared to Plato as something very much other than frivolous or absurd. We can begin to guess, maybe, at what he wanted, in familiarizing children with as much as possible of that teeming repertoire.

To begin with, we can say that an education of the sort Plato proposes would work on a child in the following way: A child takes possession of a story as





holds them all there, like a constellation, floating and shining, and though we may draw back from tugging with them too closely, nevertheless they are present. And they remain, part of the head that lives our life, and they grow as we grow. A story can wield so much! And a word wields the story.

Imagine hearing, somewhere in the middle of a poem being recited, the phrase "The Crucifixion of Hitler." The word "Hitler" is as much of a hieroglyph as the word "Crucifixion". Individually, these two words bear the consciousness of much of our civilization. But they are meaningless hieroglyphs, unless the stories behind the words are known. We could almost say it is only by possessing these stories that we possess that consciousness.

And in those who possess both stories, the collision of those two words, in that phrase, cannot fail to denote a psychic death-charge. Whether we like it or not, a huge inner working exists together in that way? Can they or can't they? The struggle to sort it out throws up ethical and philosophical implications which could absorb our attention for a very long time. All our static and maybe dormant understanding of good and evil and what opens beyond good and evil is shocked into activity. Many unconscious assumptions and intuitions come up into the light to declare themselves and explain themselves and reassess each other.

For some temperaments, those two words twinned in that way might well point to wholly fresh appraisals of good and evil and the underground psychological or even actual connections between them. Yet the visible combatants here are two stories.

Without these stories, how could we have assessed the meanings of these words? Without these meanings to two words? The stories have gathered up huge charges of reality, and illuminated us with them, and given us their energy, just as those colliding worlds in early Greece roused the philosophers and the poets.

If we argue that a grasp of good and evil has nothing to do with a knowledge of historical anecdotes, we have only to compare what we felt of Hitler's particular evil when our knowledge of his story was only general with what we felt when we learned more details. It is just those details of Hitler's story that have changed the consciousness of modern man. The story hasn't stuck on to us something that was never there before. It has revealed to us something that was always there.

And no other story, no other anything, ever did it so powerfully. Just as it needed the story of Christ to change the consciousness of our ancestors. The better we know these stories as stories, the more of ourselves and the world is revealed to us through them.

The story of Christ came to us first of all as two or three sentences. That tiny seed held all the rest in potential form. Like the blueprint of a city. Once we laid it down firmly in imagination, it became the foundation for everything that could subsequently build and live there. Just the same with the story of Hitler.

Are those two stories extreme examples? They would be, if we were to depend on the early Greeks, who had several Christs and several Hitlers, and quite a few Hitlers to deal with. Are Aesop's fables more to our scale? They operate in exactly the same way. Grimm's tales are similar oracles.

But what these two stories show very clearly is how stories think for themselves, once we know them. They not only attack and light up everything relevant in our own experience, they are also in continual private-insultation, as it were, on their own implicit laws. They are little factories of understanding. New revelations of meaning open out of their images and patterns, continually, stirred into reach by our own growth and clinging circumstances.

Then at a certain point in our lives they begin to combine. What happened forcibly between Hitler and the Christ-

fiction in that phrase, begins to happen naturally. The head that holds many stories becomes a small early Greece.

It does not matter, either, how old the stories are. Stories are old the way human biology is old. No matter how much they have produced in the past in the way of fruitful inspirations, they are never exhausted. The story of Christ, to stick to our example, can never be diminished by the seemingly infinite mass of theological agonizing and insipid homilies which have attempted to translate it into something more manageable. It remains, like any other genuine story, irreducible, a lump of the world, like the body of a new-born child.

There is little doubt that, if the world lasts, pretty soon someone will come along and understand the story as if for the first time. He will look back and see 2,000 years of non-sentient fumbling with the theme. Out of that, and the collision of other things, he will produce, very likely, something totally new and overwhelming, some whole new direction for human life. The same possibility holds for the ancient stories of many another deity.

Why not? History is really no older than that new-born baby. And every story is still the original cauldron of wisdom, full of new visions and new life.

What do we mean by "imagination"? There are obviously many degrees of it. Are there different kinds?

The word "imagination" usually denotes not much more than the faculty of creating a picture of something in our heads and holding it there while we think about it. Since this is the basis of nearly everything we do, clearly it's very important that our imagination should be strong rather than weak. Education neglects this faculty completely. How is the imagination to be strengthened and trained? A student has imagination, we seem to suppose, much as he has a face, and nothing can be done about it. We use what we've got.

We do realize that it can vary enormously from one person to the next, and from almost non-existent upwards. Of a person who simply cannot think what will happen if he dies, and such a thing, we say he has no imagination. He has to work on principles, or orders, or by precedent, and he will always be marked by extreme rigidity, because he is after all moving in the dark.

We all know such people, and we all recognize that they are dangerous, since if they have strong temperaments in other respects they end up by destroying their environment and everybody near them. The terrible thing is that they are the planners, and ruthless slaves to the plan—which substitutes for the faculty they do not possess. And they have the will of desperation; where others see alternative courses, they see only a gulf.

Of the person who imagines vividly

**If Plato wanted nothing of the poets, why was he so respectful of the myths and tales which formed the imaginative world of the poets?**

What will happen if he acts in a certain way and then turns out to be wrong, we situation or else, just as likely, he has an inaccurate imagination. Lively, maybe, but inaccurate. There is no innate law that makes a very real-seeming picture of things an accurate picture.

That person will be a great nuisance, and as destructive as the other, because he will be full of confident schemes and solutions, which will seem to him fool-proof, but which will simply be false, because somehow his sense of reality is defective. In other words, his ordinary imagination regulates all its images, over-looks too much, or misinterprets too much. Many disturbances can account for some of this, but simple sloppiness of attention accounts for most of it.

Those two classes of people contain the majority of us for much of the time. The mixed class of people is quite rare. Our own moments of belonging to that class are rare. Imagination which is both accurate and strong is so rare, that when somebody appears in possession of it they are regarded as something more than

human. We see that with the few great generals. Normally, it occurs patchily. It is usually no more than patchy because accurate perceptions are rarely more than patchy. We have only to make the simplest test on ourselves to reconfirm this. And where our perceptions are blind, our speculations are pure invention.

This basic type of imagination, with its delicate wiring of perceptions, is our most valuable piece of practical equipment. It is the control panel for everything we think and do, so it ought to be education's first concern. Yet whoever spent half an hour in any classroom trying to strengthen it in any way? Even in the sciences, where accurate perception is recognizably crucial, is this faculty ever deliberately trained?

Sharpness, clarity and scope of the mental eye are all important in our dealings with the outer world, and that is plenty. And if we were machines it would be enough. But the outer world is only one of the worlds we live in. For better or worse we have another, and that is the inner world of our bodies and everything pertaining. It is closer than the outer world, more decisive, and utterly different.

So here are two worlds, which we have to live in simultaneously. And because they are intricately interdependent at every moment, we can't ignore one and concentrate on the other without accidents. Probably fatal accidents.

But why can't this inner world of the body be regarded as an extension of the outer world—in other words why isn't the sharp, clear, objective eye of the mind as adequate for this world as it is for the other more obviously outer world? And if it isn't, why isn't it?

The inner world is not so easily talked about because nobody has ever come near to understanding it. Though it is, indeed, us—we live in it as on an unexplored planet in space. It is not so much a place, either, as a region of events. And the first thing we have to confess is that it cannot be seen objectively.

How does the biological craving for water turn into the precise notion that it is water that we want? How do we "see" the make-up of an emotion that we do not even feel—though electrodes on our skin will register its presence? The word "subjective" was invented for a good reason—but under that vaguest of general terms lies the most important half of our experience.

After all, what exactly is going on in there? It is quite frightening, how little we know about it. We can't say there's nothing—that "nothing" is merely the shutness of the shut door. And if we say there's something—how much more specific can you get?

We quickly realize that the inner world is indescribable, impenetrable, and invisible. We try to grapple with it, and all we meet is one provisional dream after another. It dawns on us that in order to look at the inner world "objectively" we have had to separate ourselves from what is exclusively "subjective" world, and it has vanished. In the end, we acknowledge that the objective imagination, and the objective perceptions, those sharp clear instruments which cope so well with the outer world, are of very little use here.

By speculating backwards from effects, we can possibly make out a rough plan of what ought to be in there. The incessant bombardment of raw perceptions must land somewhere. And we have been able to notice that any one perception can stir up a host of small feelings, which so small, in a turmoil of memory and association.

And we do get some evidence, we think, that our emotional and instinctive life, which seems to be on a somewhat bigger scale and not so tied to momentary perceptions, is mustering and regrouping in response to outer circumstances.

But these bigger and more dramatic energies are also occasionally yoked to the potdest of those perceptions, and driven off on some journey. And now and again we are made aware of what seems to be an even larger drama of moods and energies which it is hard to name—psychic, spiritual, cosmic. Any name we give them seems metaphorical, since in that world everything is relative, and we are never sure of the scale, or

magnification or miniaturization of signals.

We can guess, with a fair some confidence, that all these intricate processes, which seem like the electrical fields of our body's electrical installations—our glands, organs, chemical transmissions and so on—are striving to tell themselves. They are all trying to get their needs known, much as their parts its sharp request for water. I am talking incessantly. In a radiating way, about themselves, and their relationships with each other, and the situation of the moment in the overall drama of the living and dying assembled, and also about the way, because all these dramatic scenes are really striving to live, in a way or other, in the outer world.

That is the world for which they were created. That is the world of created them. And so they are

**Every new child is nature's chance to correct culture's error**

concerned about the doings of the world behind whose face they are. Because they are him. And they want him to live in the way that will give them the greatest satisfaction.

This description is bald enough, but is as much as the objective eye can reasonably surmise. And then only detached way, the way we think we are of the workings of an electrical circuit. But for more intimate relations with that world, for genuine contact with its powers and genuine eye of its regions, it turns out that the eye of the objective imagination is inward.

We solve the problem by never looking outward. We identify ourselves as objective eye, saying, "Let's be a little bit happy." But we sit, cramped in the cockpit behind the steering through the brilliant, focused details and distinctions.

In the end, since all our attention of birth has been narrowed into that word beam, we come to regard our world as no more than a somewhat unexciting vehicle. All the urgent information it sends towards us from that inner world sounds to us like a blank, or at best occasional grum, or a twinge. Because we have no equipment to receive it, it decodes it.

The body, with its spirits, is the arena of all perceptions, the realm of all wavelengths. But we are disconnected, the very strength and balance of our objective intelligence, a deny turns into stupidity—of the rigid and suicidal kind.

That condition certainly is extreme, yet most of the people we know particularly older people, are likely regard it as ideal. It is a modern ideal. The educational tendencies of the last 300 years, and especially of the last 50, corresponding to the high prestige of scientific objectivity and the lowering prestige of religious awareness have combined to make it so.

It is a scientific ideal. And it is powerful ideal, it has created the modern world. And without it, the modern world would result. The disaster is, that heading straight towards infinite bliss because it has persuaded human mind to identify themselves with what is more than a narrow mode of perception achieved, the more likely it is to be distorted. A bright, intelligent eye, full of exact images, set in a head of the most frightful stupidity.

The drive towards this ideal is so strong that it has materialized in the outer world. A perfect mechanism of objective perception has been precipitated: the camera. Scientific objectivity, as we know, has its own morality, which is nothing to do with human morality. It is a morality utterly devoid of any sense of the requirements of the human world. It is contemptuous of the human element. That is its morality and its strength. The prevailing philosophies and



that they were objective laws. That might have passed, if Science had not come along, whose laws were so demonstrably objective that it was able to impose them on the whole world.

As the mistaken claims of Christianity became scientifically meaningless, the inner world which it had clothed became incomprehensible, absurd and finally invisible. Objective imagination, in the light of science, rejected religions as charlatanism, and the inner world as a bundle of fairy tales, a relic of primeval superstition. People rushed towards the idea of living without any religion or any inner life whatsoever as if towards some great new freedom. A great final awakening. The most energetic intellectual and political movements of this century wrote the manifestos of the new liberation. The great artistic statements have recorded the true emptiness of the new prison.

The inner world, of course, could not evaporate, just because it no longer had a religion to give it a visible body. A person's own inner world cannot fold up its spirit wings, and shut down all its tuned circuits, and become a mechanical business of nuts and bolts, just because a political or intellectual ideology requires it to. As the religion was stripped away, the defrocked inner world became a wall, an outcast, a tramp. And denied its one great health—acceptance into life—it fell into a huge sickness. A huge collection of depravation sicknesses. And this is how psychoanalysis found it.

The small piloting consciousness of the bright-eyed objective intelligence had steered its body and soul into a hell. Religious negotiations had formerly embraced and humanized the archaic energies of instinct and feeling. They had conversed in simple but profound terms with the forces struggling inside people, and had civilized them, or attempted to.

Without religion, those powers have become dehumanized. The whole inner world has become elemental, chaotic, continually more primitive and beyond our control. It has become a place of demons. But of course, insofar as we are disconnected anyway from that world, and lack the equipment to pick up its signals, we are not aware of it. All we register is the vast absence, the emptiness, the sterility, the meaninglessness, the loneliness. If we do manage to catch a glimpse of our inner selves, by some contraction of mirrors, we recognize it with horror—it is an animal crawling and decomposing in a hell. We refuse to own it.

In the last decade or two, the imprisonment of the camera lens has begun to crack. The demotized state of our inner world has made itself felt in a million ways. How is it that children are so attracted towards it?

Every new child is nature's chance to correct culture's error. Children are most sensitive to it, because they are the least conditioned by scientific objectivity to life in the camera lens. They have a double motive, in attempting to break from the lens. They want to escape the ugliness of the despiritualized world in which they see their parents imprisoned. And they are aware that this inner world we have rejected is not merely an inferno of depraved impulses and crazy explosions of embittered energy. Our real selves lie down there.

Down there, mixed up among all the madness, is everything that once made life worth living. All the lost awareness and powers and allegiances of our biological and spiritual being. The attempt to re-enter that lost inheritance takes many forms, but it is the chief business of the swarming cults.

Drugs cannot take us there. If we cite the lefty religions in which drugs did take the initiates to where they needed to go, we ought to remember that here again the mythology was crucial. The journey was undertaken as part of an elaborately mythologized ritual. It was the mythology which consolidated the inner world, gave human form to its

experiences, and connected them to daily life. Without that preparation a drug carries its user to a prison in the inner world as passive and isolated and meaningless as the camera's eye from which he escaped.

Objective imagination, then, important as it is, is not enough. What about a "subjective" imagination? It is only logical to suppose that a faculty developed specially for peering into the inner world might end up as specialized and destructive as the faculty for peering into the outer one.

Besides, the real problem comes from the fact that outer world and inner world are interdependent at every moment. We are simply the locus of their collision. Two worlds, with mutually contradictory laws, or laws that seem to us to be so, colliding afresh every second, struggling for peaceful coexistence. And whether we like it or not our life is what we are able to make of that collision and struggle.

So what we need, evidently, is a faculty that embraces both worlds simultaneously. A large, flexible grasp, an inner vision which holds wide open, like a great theatre, the arena of contention, and which pays equal respects to both sides. Which keeps faith, as Goethe says, with the world of things and the world of spirits equally.

This really is imagination. This is the faculty we mean when we talk about the imagination of the great artists. The character of great works is exactly this: that in them the full presence of the inner world combines with and is reconciled to the full presence of the outer world. And in them we see that the laws of these two worlds are not contradictory at all; they are one all-inclusive system; they are laws that somehow we find it all but impossible to keep, laws that only the greatest artists are able to restate.

They are the laws, simply, of human nature. And men have recognized all through history that the restating of these laws, in one medium or another, in great works of art, are the greatest human acts. They are the greatest acts which we are capable of. We recognize these works because we are all struggling to find those laws, as a man on a tightrope struggles for balance, because they are the formula that reconciles everything, and balances every imbalance.

So it comes about that once we recognize their terms, these works seem to heal us. More important, it is in these works that humanity is truly formed. And it has to be done again and again, as circumstances change, and the balance of power between outer and inner world shifts, showing everybody the gulf.

The inner world, separated from the outer world, is a place of demons. The outer world, separated from the inner world, is a place of meaningless objects and machines. The faculty that makes the human being out of these two worlds is called divine. That is only a way of saying that it is the faculty without which humanity cannot really exist. It can be called religious or visionary. More essentially, it is imagination which embraces both outer and inner worlds in a creative spirit.

Laying down blueprints for imagination of that sort is a matter of education, as Plato said.

The myths and legends, which Plato proposed as the ideal educational material for his young citizens, can be seen as large-scale accounts of negotiations between the powers of the inner world and the stubborn conditions of the outer world, under which ordinary men and women have to live. They are immense and at the same time highly detailed sketches for the possibilities of understanding and reconciling the two. They are, in other words, an archive of draft plans for the kind of imagination we have been discussing.

Their accuracy and usefulness, in this sense, depend on the fact that they were originally the genuine projections of genuine understanding. They were tribal dreams of the highest order of inspiration and truth, at their best. They gave a true account of what really happens in that inner region where the two worlds collide. This has been attested over and over again by the way in which the imaginative men of every subsequent age have had recourse to their basic patterns and images.

But the Greek myths were not his only true myths. The unspoken definition of

myth is that it carries truth of this sort. These big dreams only become the true property of a people when they express the real state of affairs. Priests continually elaborate the myths, but what is not true is forgotten again. So every real people has its true myths. One of the first surprises of mythographers was to find how uncannily similar these myths are all over the world. They are as alike as the lines on the palm of the human hand.

But Plato implied that all traditional stories, big and small, were part of his syllabus. And indeed the smaller stories come from the same place. If a tale can last, in oral tradition, for two or three generations, then it has either come from the real place, or it has found its way there. And these small tales are just as vigorous educational devices as the big myths.

There is a long tradition of using stories as educational implements in a far more deliberate way than Plato seems to propose. Steiner has a great deal to say about the method. In his many publications of Sufi literature, Idris Shah indicates how central to the training of the suzes and saints of Islam are the traditional tales. Sometimes no more than small anecdotes, sometimes lengthy and involved adventures such as were collected into the Arabian Nights.

As I pointed out, using the example of the Christ story, the first step is to learn the story, as if it were laying down the foundation. The next phase rests with the natural process of the imagination.

The story is, as it were, a kit. Apart from its own major subject—obvious enough in the case of the Christ story—it contains two separable elements: its pattern and its images. Together they make that story and no other. Separately they set out new lives of their own.

The roads they travel are determined by the brain's fundamental genius for metaphor. Automatically, it uses the pattern of one set of images to organize quite a different set. It uses one image, with slight variations, as an image for related and yet different and otherwise imageless meaning.

In this way, the simple tale of the beggar and the princess begins to transmit intuitions of psychological, perhaps spiritual, states and relationships. What began as an idle reading of a fairy tale ends, by simple natural activity of the imagination, as a rich perception of values of feeling, emotion and spirit which would otherwise have remained unconscious and languid.

A simple tale, told at the right moment, transforms a person's life with the order its pattern brings to incoherent energies

The inner struggle of worlds, which is not necessarily a violent and terrible affair, though at bottom it often is, suddenly given the perfect formula for the terms of a truce. A simple tale, told at the right moment, transforms a person's life with the order its pattern brings to incoherent energies.

And while its pattern proliferates in every direction through all levels of consciousness, its images are working, too. The image of Lazarus is not easily detached by a child from its striking place in the story of Christ. But once it begins to migrate, there is no limiting its importance. In all Dostoevsky's searching adventures, the basic image, radiating energies that he seems never able to exhaust, is Lazarus.

The image does not need to be so central to a prestigious religion for it to become so important. At the heart of King Lear is a very simple little tale—the Story of Salt. In both these we see how a simple image in a simple story has somehow focused all the pressures of an age—collisions of spirit and nature and good and evil and a majesty of existence that seems unaccountable. But it has brought all that into a human pattern, and made it part of our understanding.

This essay is taken from *Writers, Critics, and Children*, published earlier this year by Heinemann Educational, and reviewed in the TES on February 4.

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J.P. 10.1.50

# Deliver us from evil...

When Thomas Arnold came to Rugby, he had a pole rigged up outside his study on which, in spare moments, a flag was flown as a signal that the headmaster was available for consultation. At the end of each exhausting term, he would take himself off to the Alps or the Lake District to recuperate in solitude, and reflect upon the intractability of "moral evil".

"Moral evil" for Dr Arnold meant, in effect, the gap between his aim and his achievement in the school. It implied all that was irredeemably by and resistant to his influence and the public school ethos he was pioneering. At the time of his appointment to the post, he had written: "My object will be, if possible, to form Christian men, for Christian boys I can scarcely hope to make." Pessimism about moral evil is endemic among schoolmasters. At least Arnold had the good fortune to contemplate it beside Lake Como.

For Evelyn Waugh, on the staff of Arnold House, in the twenties, there was only the North Wales coast from which he staged the suicide attempt which he attributes to Captain Grimes in *Decline and Fall*. It seems he was stung by a jellyfish and swam back to shore, resuming his work at the preparatory school with "a heart of lead and nerves of fire." The alcohol which he consumed during the term and itemized in his diary would be enough in itself to account for these symptoms. Still, there's no doubt the job got him down. The pupils were "a rowdy lot, and I cannot pretend I made much success with them." Biographers report that Waugh's years of teaching were the unhappiest of his life. It is only fair to add that he did his best to share his unhappiness with his pupils.

"I find a certain perverse pleasure," Waugh wrote, "in making all I teach as dreary to the boys as it is to myself. A crowd of urclins have come up into the fifth form who know nothing and cannot hear what I say to them. I set them in solemn rows all day long to learn grammatical definitions—a syllable is a single sound made by one simple effort of the voice etc.—nauseam." After this, Waugh's off-duty approach to teenage boys in Parisian brothels seems kindness itself; his hagging over their price positively generous.

He certainly felt himself to be dishonoured by teaching—"a singularly repulsive job"—and was cheered only by the prospect of moral evil in action. "I hope there will be trouble," was his diary entry when the mild headmaster of Arnold House seemed threatened by disciplinarians on the staff. Trouble there was in plenty—Waugh's relish for it can be appreciated by teachers, less distant than himself, who find requital for their own struggles in his depiction of obnoxious boys and hideous punishments.

The watchword of an Etonian master had been just quoted and acted upon by Waugh's contemporaries at Oxford: "Anything to cause a little pain." The allure of Catholicism for Waugh lay rather in the promise of damnation for others than in the hope of salvation for himself. In middle age he became a convert. Lancaster's caricature of himself for the purpose of "frightening the children" and, throughout his life, frightening children appears to have been one of the few diversions which roused him from chronic gloom.

The horrors of boyhood in British boarding schools have been amply documented—indeed they almost constitute a literary genre; de rigueur for autobiographers, each striving for effects more chilling than the last. Anthony Powell has remarked, "I do not wish to appear less competent than my contemporaries, in making creep the flesh of the epicure and sado-masochist school-remembrance." Most of these dwell upon the suffering of the victims, which is why Kingsley Amis welcomes Waugh's recorded career as chief tormentor at Lanchester, a refreshing change. For William Taylor, deploring

"The revelation of moral evil in 'Lord of the Flies' is not an existential insight or a philosophical stance. It is a sign of acute professional fatigue".

Marion Glastonbury looks at the obsession of various writers with the darker side of public school life and questions the motives behind their treatment of this so-called microcosm of the human condition



Top: The choir in Lord of the Flies and above, Ralph (centre) and Piggy (right).

pederasty in his book *Old School Ties*, the unkindest cut was the payment of school fees: "All over the country, in rectories and farmhouses, above banks and shops, parents scimped so that their sons might enjoy the privilege of satisfying this sodomite's appetites."

Family sacrifices removed boys from the family, and incarcerated them for a decade in all-male institutions where, if Cyril Connolly is to be believed, some formed attachments which later life failed to match. Lust and cruelty apart, such communities offer a curiously restricted view of human possibilities. Yet, told at an impressionable age that school is the world in miniature, boys tend to believe it—an understandable error in a country where prefects turn up later in the Cabinet, and editors of the school magazine go on to edit *The Times*.

For generations, everyone in Britain who wrote books and everyone of importance who read them, shared this bizarre experience in youth, interpreting the idiosyncrasies of the institution as universal, and perceiving society in its terms. Hence the predisposition to accept, without irony, a story of schoolboys on a desert island as a parable of the human condition—"man's essential illness" as William Golding puts it. "It is a thankless task, to be a fabulist," he told an American lecture audience in 1962, rather ungratefully since the rewards for his fable *Lord of the Flies*, had enabled him to quit teaching the previous year. Still, his

career in education was the crux of his philosophy: "I have lived for many years with small boys and understand and know them with awful precision." Grasp that—"the diseased nature" of small boys—and the enigma of Fascism, of Stalinism, unveils itself. On page 85, "inspiration" came to Simon. "What's the dirtiest thing there is?" Answer "us" boys, and you have the secret of the modern world.

The modern world has lapped this up, without apparently denting Mr Golding's conviction that truth is unpalatable, and prophets without honour: "If the edge of his possible cuts deeply enough, he will be crucified." Balked of crucifixion, the author settles for "the melancholy thought that I have become a school textbook before I am properly dead and buried." Melancholy indeed. By all accounts, children in English-speaking countries today are lucky if they get through their education with only one compulsory in-depth analysis of the book. Two or three readings plus a couple of examinations are quite usual.

By and large, those responsible for the massive educational sales of *Lord of the Flies* have missed the benefit of the Old School Tie. Teachers are not exactly gentlemen; some of us are women. (Female school stories have found a lumbly receptive market among girls who will never set foot in dormitory or tuck-shop. Why?) Our acquaintance with public school hierarchy and ritual is literary hearsay; our nostalgia vicarious. Our

vision of the social order is not connoisseur to fags, bullies and prefects. We know that politics cannot be adequately summed up as British decency and absence; that there is more to civility than Dr Arnold's flag-pole and the naval uniform that concludes *Lord of the Flies*.

Why, then, have state educators for Golding's pretentious sentimentalism? Part of the explanation may lie in the snob-appeal of Golding's demotic conclusion that clean limbs are not enough; that even expensive nurseries exempt no one from "the darkness man's heart". More important, Golding flatters teachers by offering them a fending off impata barbarism, and "Where every prospect pleases, and a tyr's crown, He glamorizes their talk" taking his text for the missionary he Man is vile", furnishes a quasi-religious justification for hating children (A similar catharsis for teachers who have another best-selling misanthropist, promoted in schools).

The revelation of moral evil in *Lord of the Flies* is not an existential insight, a philosophical stance. It is a sign of acute professional fatigue. Golding has the sharpness of self-pity and the centrate focus which springs from a mind that loathes. Reading *Lord of the Flies*, a tooth drilled by a desperate and nearing retirement after a lifetime of

# What is truth?

A. H. Halsey reviews a new study of the philosophy of education

Schools of Thought. By Mary Warnock. Faber £5.50. 571 10963 2. £2.95. 571 11161 2.

Most readers, I am sure, will share my pleasure in this book. They will, I hope, agree that lucidity of argument, clarity of expression and liveliness of style ought to be essential elements in anything properly called education; and Mrs Warnock offers them here not merely by precept but also by the example of her own account of the philosophy of education. What a refreshing contrast it is with the dreary theory of education lectures to which I listened, first with incredulity, then with anger and finally not at all in my own "education year". So I would not hesitate to applaud the widespread use of her latest work as a text in teacher training courses and its wider reading by anyone who deals with children whether as parent, pedagogue or politician.

Which seems to imply that I approve or agree with every word of it. Not at all. Indeed, I am not even convinced that Mrs Warnock has brought off her main intention to establish a central place in colleges and schools for the philosophy of education. But let me be clear as to my doubts. I do not doubt for a moment that Warnock's course would sophisticate any tea-

cher, mother or administrator in the meanings of commonly misunderstood words in the lexicon of politics, morals and learning—words like justice, fairness, equality, equity, envy, competition, discrimination etc. Even less do I doubt that such a course would profitably introduce its students to logical argument demonstrated by a virtuoso in its subtlety and clear-headedness. But Mrs Warnock wants us to accept a larger claim. She wants us to believe that philosophy can tell us what should be taught and to whom.

"This" I would question. The "ought" statements, which she most successfully shows to be inextricably bound up with "educational" ones (so that "keeping education out of politics" is nothing but an ideological slogan), cannot be derived from philosophy. Philosophy can, of course, comment on their logic but this gives the philosophy of education no unique or proprietary place in the search for truth about turning boys into men. The same statement can equally be criticized historically for their provenance or

anthropologically for their social origins. All the "ologies" are potentially relevant here, all interdependent, and none in principle dispensable.

Perhaps what we are bothering about here is the translation of a false theory of knowledge as an artifact of subjects into the organized interests of teaching institutions. Mrs Warnock would agree that such a translation only confuses and certainly the main merit of her book is that she tackles problems—the important problems of what should be taught to whom and who should decide—and does so without trying to derive the solutions from a definition of some intellectual territory labelled as the philosophy of education. Subjects or disciplines like psychology or sociology thus take their place with philosophy as methods of solving problems. And none of them, it may be added, can hope to solve value problems directly. Revelation has, at best, though also no more, claim to do that than any academic subject.

What the academic subjects offer

us are traditions and techniques for the rational checking of logic, the ordering of observations and, with luck, the encouragement of imaginative new approaches. In practice discipline, in Mrs Warnock's case to modern Oxford philosophy, is strength in some intellectual skills and what is sometimes aptly called "trained incapacity" in others. Strength is displayed in 100 elegant arguments—for example, and delightfully, in her demolition of the relativist dogmas recently made fashionable by such writers as M. P. D. Young.

The weakness shows in occasional empirical references to the history and sociology of education which are either untrue or misleading because not a secure part of Mrs Warnock's discipline. For example, (page 35) "the idea of the equality of opportunity is particularly associated with the optimistic non-radical socialism of the 1940s". (In fact it is a Victorian liberal idea.) Or (page 43) "the equality of opportunity offered by the (1944) Act was the opportunity, now open to all children, to com-

pete for the best education for which they could be selected". (My italics to emphasize the inaccuracy.) Or, referring to R. H. Tawney, (page 40) "... although his vision of the common primary schools is largely realized". (R. H. Tawney's vision is essentially either realized or not at all.)

These examples tell me that we would be wise to complement philosophers with historians and sociologists when we educate teachers. Mrs Warnock is stronger on argument than on fact. Her value judgements I mostly share, and especially her old-fashioned willingness to face the issue of paternalism as to the curriculum and her refusal to run away from responsibility on this issue. On what is for her the secondary issue of the distribution of education she is less forthright. After a confusion-spelling account of arguments about egalitarianism, she remarks that "it would be interesting to make an analysis of key areas in which avowed public morality seems to have split off, of necessity, from private morality". I hoped at this point for some compelling applications of the arguments to her personal experience as the headmistress of a direct grant school across the road from a comprehensive followed by her chairmanship of an inquiry into the schooling of the handicapped. They did not appear. But we would all find them an illuminating sequel to this altogether welcome book.

## Symbols and slips

Robert Silvey

Freud and the Dilemmas of Psychology. By Marie Jahoda. The Hogarth Press £5.95. 7012 0425 7. £2.50. 7012 0437 0.

Professor Jahoda makes no bones about it: "This book," she says, "is written for psychologists." But that does not mean that laymen interested in psychology should shun it. It is lucid, well-organized and admirably written with those sly touches of humour which will come as no surprise to those who have been privileged to know her.

Her purpose is to illuminate the controversies which still, a generation after Freud's death, rage about his work; controversies such as whether psychoanalysis, as a therapy, works; whether Freud's therapeutic method was a legitimate research tool and whether, indeed, psychoanalysis is a science at all. Freud insisted it was. Dr Jahoda does not claim that there are simple answers to these and similar questions. Freud's enormous output stretched over so many years, during which his thinking underwent considerable changes that it is possible for a determined anti-Freudian to demonstrate triumphantly that he was inconsistent.

Moreover, the waters have been considerably muddied by Freud's "popular" success. Vulgarized versions of psychoanalysis, which Trill-

ing called "the slang of our culture", have become so ingrained, even among some psychologists, that they are very difficult to dislodge. For example, contrary to much popular belief, Freud never did assert that all dreams had a sexual meaning or that sex was the only motive power in man.

This purpose involves Dr Jahoda in an exposition of Freud's thought which is both succinct and refreshingly in a mere 160 pages she shows how his therapeutic method evolved, she has chapters on Dreams, Symbols, Jokes and Slips, Freud's theory of Personality and the psychological differences between the sexes. Freud's metapsychology, his search for validation, his heritage and his legacy to psychology.

Appropos Eysenck's much-quoted article showing that psychoanalysis does somewhat worse for patients than therapy at all, she calls attention to some work by Bergin. He "reworked" the original data on which Eysenck's conclusions were based. Without claiming that his conclusions were "right" and Eysenck's "wrong", he was able to show that, starting from assumptions which were as consistently psychoanalytical as Eysenck's were anti-psychoanalytical, the same data yielded the result that psychoanalysis was "successful" in 85 per cent of cases.

## Between the Acts

Norman Evans

English Popular Education 1780-1975. By David Wardle. Cambridge University Press £3.95. 521 08004 5. £1.95. 521 09631 6.

David Wardle has written a book which, by looking behind Acts of Parliament and other manifestations of the history of education, adopts an interpretative, reflective, analytic stance. He sees the present in perspective with as much detachment as he recalls the past. As he puts it: "Current problems are frequently old problems in a new guise."

In his view the history of popular education in England over the past two centuries is closely bound up with the progressive abandonment of individualism as a central belief of society, and a corresponding acceptance of collectivist and political disturbances. The nineteenth century towards State intervention in the use of public funds for education and everything else gave way to the need for social regeneration following industrial and political disturbances. The elitist/gaullian controversy runs throughout the period with disputes about the functions of schools set as milestones. He points out that middle schools are but the latest of these milestones. Taking questions of social control, curriculum and overall purpose, how does a middle school alter the function of the schools to provide education for the thirteenth plus?

All the while fluent writing brings vivid documentary evidence. Increasing State intervention overrides all other themes of child psychology with childhood becoming a stage of life, of school organization, of the role and status of the teacher of the curriculum. Of the present Mr Wardle says, "Teachers are now faced by the consequences of their own success in solving the problem of literacy. It is this book helps to show how it is that the difficulties now facing the education service generally may similarly be the consequences of its own success. An additional character and textual revisions bring this study up to date."

## How to help

The authors of *The Parent's Schoolbook* have struck again, this time in favour of parents with a handicapped child. The aim of Judith Stone and Felicity Taylor in *A Handbook for Parents with a Handicapped Child* (Arrow £2.50) is to give brief details of every organization in the country that offers a direct service to such parents or is engaged in activities of interest to them. The range is comprehensive indeed, from the Red Cross and the RNIB to the Breakthrough Trust and the UK Thalassemia Society.

An early chapter describes assessment procedures, how to find out if there is something wrong with your

child, and how you can help if there is. Organizations are listed with specific handicaps dealt next, followed by where to go for help. There are useful guides to the N.E.S. and the education system, as well as information on employment, leisure and holidays.

All in all, this is a useful enterprise that is not marred by occasional omission. One is awed by the patience and pertinacity that must have been required to obtain information on the availability of home teaching, a 24-hour medical escort service, sports facilities for the disabled—and how to get single shoes.

Seamus Hegarty

## NEW books from NFER

- Learning to Write, or Writing to Learn?**  
Jeanette T. Williams  
A critical analysis and examination of recent Schools Council projects on 'Written Language' and 'Writing across the Curriculum', against the background of current concerns about language development in schools since the Bullock Report. It attempts to relate the Project to current trends in curriculum research into language, and discusses the possible future directions such research might take in order to be of more use to teachers and others responsible for formulating language policies in schools. £2.25
- Focus on Teachers Centres**  
Christopher Redrup  
Describes the role of teachers' centres and examines their place within the educational system. The author provides a comparative dimension by referring to teacher centre development in the USA and elsewhere. £3.95
- Framework for the Curriculum**  
Penelope B. Weston  
This book, which arises from a research study of the 1344 curriculum, discusses the importance of schools' internal organisation and structure in shaping the secondary school curriculum and translating general educational aims into school practice. This is the second of the Monographs in Curriculum Studies edited by Professor Philip H. Taylor. £5.50
- Reading and Language for Underachievers**  
Caroline and David Moseley  
The authors have absorbed a great deal of academic and statistical material yet presented it in a notably non-academic way, in a book which provides an overview of important research findings in the field of language and reading development in low-achieving schoolchildren.
- Reading Progress 8-15**  
a survey of attainment and teaching practices in Scotland  
James Maxwell  
This book unveils the complex relationship between reading and social environment. Pupils' attainments and progress in reading are assessed by standardized tests, but the reading required for other school studies, and pupils' leisure-time reading, are given equal importance. £5.40

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16 Books/Politics/Literature

Light on Leviathan

Michael Neve

Hobbes: Morals and Politics. By D. D. Raphael. Allen and Unwin £6.50, 04 320118 0, £2.95, 04 320119 9.

D. D. Raphael's Problems of Political Philosophy is already a standard student textbook, and he continues to write helpfully for the general reader in this short study of Hobbes, the sixth in the Political Thinkers series. A short chapter on Hobbes in the main is succeeded by sections on method, metaphysics and morals and politics. The book concludes, rather unusually, with two chapters on the various interpretations of Hobbes that have been provided by other modern writers. The central question about Hobbes is the depth of his materialism and atheism, and its relation to his bizarre geometrical world of fear, appetite and collision from which man must rescue himself if he is to know social peace. The elucidation provided by Professor Raphael on this in the middle of the book is admirable, providing a clear guide to the main arguments of Leviathan and, to a lesser extent, De Cive. The difficult issues of Hobbes's nominalism, his views on commanding, on ideas of obligation and on causal reasoning are crisply outlined, as is the general anti-Aristotelianism of his thought.

Some of the extraordinary anti-sentimentality of Hobbesian philosophy is brought over well, for example in discussions about charity (which I do in order to exercise



my own power and feel better at having done so, as well as 'helping' another) and about laughter, that 'sudden glory' that I experience when I see someone else slipping on a banana skin. Hobbes constantly undermines what we now call 'laughing at', and there are similarities in the passion of Froude and Hobbesian and Aristotelianism of his thought.

area at least. In political terms, Hobbes is out to secure authority, any authority, so long as it is effective. He thought for example that contracts made from fear (for example acquiescing with a foreign conqueror) were none the less binding; that this might be done by a frightened man did not mean that that man had not given his consent. The account of the 'interpretations' of Hobbes provided at the end of the book is less satisfactory, because insufficiently historical. No mention is made of the work of Christopher Hill, J. G. A. Pocock or Quentin Skinner, all of whom place Hobbes in his historical context and capture the point of his writing to argue for the following of Cromwellian authority, because that authority worked. This aspect of the case is mentioned in the short biography, but there is a danger of its being disconnected from the main story and thus depoliticizing the writings. It is also arguable that the full impact of Hobbes's religious scepticism has been glossed over, with too much being taken from the present work of Howard Warrander and not enough from Books 3 and 4 of Leviathan, a fierce anti-Papist apocryph. But the straightforward usefulness of this little study is beyond doubt, and it provides a real insight into the intricacies of this most original of political philosophers.

Sisters unite!

Barbara Quart

A New World for Women. By Stella Rowbotham. Pluto Press £3.60, 904383 55 5, £1.50, 904383 54 7.

In another useful contribution toward 'the recovery of a broken and buried political tradition', Stella Rowbotham documents Stella Browne's fight in the twenties and thirties for women's rights to their sexual self-determination. That early battle centred by necessity on contraception and abortion, since no woman can begin to take control over her own life until she can choose or refuse motherhood.

Stella Browne was a socialist feminist, an unusual figure in her persistent insistence on workers' control over the means of production with women's control over procreation. Her struggle is particularly interesting for revealing that birth control was as polarizing an issue for the left as for the right. Rowbotham records the hostility toward contraception in the male ranks of the British Communist Party (of which Browne was briefly a member), among socialists, in the Labour Party.

The left was haunted, with good reason, by the spectre of class-based antagonism. Some saw birth control as a diversionary and merely personal matter—as if they themselves existed outside of family and

sexuality. But workers' wives, by their arms, crowded in Stella Browne's lectures, despite the fact that Browne, however did not argue for birth control as a poor woman's life easer. She asked her expectant friends to give up their own life, reject abstemiousness as a solution, and argue for sexual pleasure. Women, separated from procreation, were to be free to determine their own life, reject abstemiousness as a solution, and argue for sexual pleasure. Women, separated from procreation, were to be free to determine their own life, reject abstemiousness as a solution, and argue for sexual pleasure.

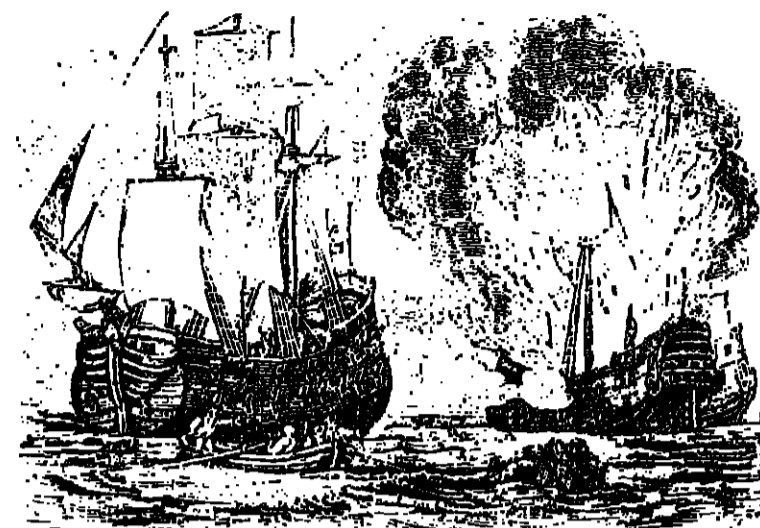
This highly informative book, valuable as an historical monograph, although it is narrow in focus in its coverage of dates, organizations, laws, lacks sweep and suggestiveness of one of Rowbotham's books. Although contraception and abortion are the necessary first steps without which nothing else is possible, it is clear how very preliminary that beginning is. Even 'our bodies are our own,' we as systems of child care, equal work options, equal salaries and pay, and enough to live on, change female consciousness on the level, before anything like an equality is possible.

17 Books/Literature

Paperbacks

Lives on land and sea

The Penguin Book of Sea Stories, edited by Alan Richards (Penguin £11.00). Emily Woodbridge, wife of the captain of the Maid of Athens which caught fire off Cape Horn in 1870, here records her self-development from being a shipboard attendant to temporarily assuming her sick husband's command: 'I soon saw it was impossible to launch the boat. I said, 'Men, you can't go this morning. Look at the sea! I began placing the rollers of wood for her return. They all grumbled but obeyed me.' Later, 'we deliberated whether to go to the moon-fort or go ashore. I was strongly in favour of the shore, and to the shore we steered'. Chance and the sea thus liberated a formidable character.



Jack London's short story, 'The Seed of McCoy', is based on a comparable disaster, in which the usual force and good sense of a similar outsider give him virtual command over the recalcitrant crew of a burning ship. London's story—like Joseph Conrad's 'The Secret Sharer' or Stephen Reynolds's 'The Catch of the Season' about West Country fishermen—corresponds with experiences which are so specific and dramatic as those that Mrs Woodbridge had lived through. In addition, however, this fiction has the multi-faceted form and allusiveness of art.

In this volume (most of the other selected fiction (although much good fiction, such as Stephen Crane's 'The Open Boat' has been left out) is popular kitsch from C. S. Forester, Somerset Maugham, John O'Hara and others who deal in conventional reveries. The non-fictional selections are more memorable than such ephemera as is evident from the contrast between Morley Roberts's light tale, 'The Promotion of the Admiral', and Alexander Bane's serious recollections, 'Boarding Masters'—both of which deal with the recruitment of seamen by boarding-house keepers. Bane concentrates straightforwardly on recording the truth about the 'Shanghai Browns' and 'Mother Granta', as his is about the ordinary sailor whom they tempted with free liquor, doped with narcotics, and sold off onto outgoing ships.

The editor, Alan Richards, has discovered several other vivid factual accounts—including two dramatic oral reports about the heroic rescue of part of the crew of the shipwrecked Indian Chief off Rangatere. The experiences recorded in such pieces could have been made even more tangible to readers if notes giving the dates of composition and each author's main connexion with these had been included. Biographies of two novelists and a poet of the first half of the twentieth century have recently appeared in paperback. Who came before Joyce, Woolf and Mansfield? Dorothy Richardson, the genius they forgot is the answer, and the title of a critical biography by John Rosenberg (Duckworth £2.95) in which he charts her life from 1873 to 1957 as revealed in letters, essays and reviews and the largely autobiographical Pilgrimage, her sequence of 13 novels.

Christopher Sykes, in the preface to his biography of Evelyn Waugh (Penguin £1.75) points out that this is a biography and not the biography; Waugh, in a letter written a few months before he died, declared 'I shall just become mor e and more boring'. This work

Strictly for literati

Valerie Grosvenor Myer

A Dictionary of Literary Terms. By J. A. Cuddon. Andre Deutsch £11.50, 233 96716 8.

Scholarly, succinct, comprehensive and entertaining, this is an important book, an indispensable work of reference. It draws on the literature of many languages (much of its information is staggeringly recent) and quotes aptly and freshly from our own. The new terms of the past 20 years are all here: black comedy, theatre of cruelty, angry young man, anti-novel, rub shoulders with Spenserian sonnet, abash and enchain (in a handbook).

The book's distinction lies in the condensed historical and philosophical background. Keats's 'negative capability' is cross-referenced with 'subjectivity and objectivity', where a note of 26 lines embraces post-Kantian German critics, Ruskin, Joyce, Samuel Butler, Thomas Wolfe, Henry James and T. S. Eliot and concludes that subjectivity and objectivity are simultaneous. The note on the 'sublime' could not be bettered in such brief space and the

two-page essay on 'neo-classicism' is outstanding. 'There thus evolved a general view of nature and mankind; a general vision of his position and function in the universe, his relationship to the natural order and his relationship with and to God—midway in the great chain of being (q.v.)'. The entry on the great chain of being directs the reader, as it should, to A. D. Lovejoy's book. Sixth form and college libraries will need this dictionary. Only a few quibbles: the classification of science-fiction authors suggests that Mr Cuddon is not a reader of the stuff himself and took over somebody else's opinions. And the word 'kitch' is more than a pejorative term for a work of little merit; it is a mere positive capability. It is cross-referenced with 'subjectivity and objectivity', where a note of 26 lines embraces post-Kantian German critics, Ruskin, Joyce, Samuel Butler, Thomas Wolfe, Henry James and T. S. Eliot and concludes that subjectivity and objectivity are simultaneous. The note on the 'sublime' could not be bettered in such brief space and the

R. W. Noble

It's never too late

David Self

Right to Learn. By Jennifer Rogers and Brian Greenbridge. Arrow Books £1.25, 09 814030 6. Adults Learning. By Jennifer Rogers. Open University Press £1.75, 335 0044 4.

Right to Learn is a political tract, a campaigning polemic; it is a concise and eloquent plea for the extension and better management of adult education.

The two authors (both of whom have worked in adult education and in educational broadcasting) see it as not only every adult's right to engage in part-time, formal learning but also every adult's right to engage in self-directed learning. The book is outstandingly the most important single characteristic of our species. The hardly tapped capacity of adults to learn is our most neglected political, social and cultural resource.

In the belief that adult education is not good enough as it now stands and that it is not accessible enough, the authors spell out just how many of us need to make use of what is still often thought of as 'night school'. First, and most obviously, there are adult illiterates.

Less 'accidental' but equally in need are those who left school at 15 or before and who find themselves ill-equipped to deal with such basic matters as a hire-purchase agreement or a social security form. There are women who hope to find an escape from domesticity in learning. There are 'Open University' students and those who must study for professional exams. Then there are those who have been well educated but are dismayed by a superior and sometimes expensive, economic education which may have left them socially oblivious, philistine, impractical, sack-headed, ignorant of science and morally plagued by mechanistic conservatism. For them (and others) there is joy and fulfillment in learning to throw a pot, carve wood, make a dress or maintain their own car.

However, the authors are not

starry-eyed. Right to Learn is a realistic book. It does question whether it is worthwhile arranging for 15 middle-aged ladies to keep fit while another pounds the piano for them in the village hall. It is equally realistic in its attack on the restrictive hours, petty enforcement regulations, inadequate staffing (and pay for lecturers), the phrase-jargon of the prospectuses, and such amazing ineptitude as that of an organizer who advertised his course for Puritanspeaking literates in English inside a public library.

The book is not destructive, though. It praises excellent teaching and helpful or imaginative administration. It offers a programme for reform, anticipates potential dangers and suggests practical ways of improving the management of limited resources. It is a balanced and entertaining book which makes the reader scream in horror and then ponder what might be. Because the authors report so clearly on what they know, it is hard to disagree with them. Right to Learn (subtitled 'The case for adult equality') may become redundant, though unfortunately there is little sign of this happening.

Jennifer Rogers's practical and inspiring manual Adults Learning (now available in a revised second edition) is unlikely ever to be redundant. When it first appeared six years ago, the TES said, 'Any organization responsible for the provision of adult education might very usefully present a copy of this book to every new tutor, full or part-time, on appointment. Just in case this isn't happening, I should like to suggest that every such tutor should buy a copy and read it. As indeed should university dons, college lecturers, sixth form teachers and all those concerned with training at secondary level. It is useful as Right to Learn is continuing.

Among this week's contributors:

Norman Braine is principal of Bishop Lonsdale College, Derby. A. H. Halsey teaches at the department of social and administrative studies, Oxford.

David Self is the author of Talk, a practical guide to oral work in secondary schools. Carl Self is lecturer in politics at Warwick University.

Marx for schoolmen

Pierre Watter

Western Marxism: A Critical Reader. Edited by New Left Review. New Left Books £3.50, 902308 34 3, £3.50, 902308 28 7.

One of the main themes of Capital was the exhibition of commodity society's organic development to self-destruction, a process leaving as Joseph Weber showed, no necessary conclusion with any utopian result. This natural retrogression had been described by Hegel as a process in which 'the marked differences and peculiarities which [a social form] evinced when it was still viable' were gradually destroyed.

Western Marxism knows nothing of this. Its supposedly critical tools remain the concepts forged by Marx to grasp contemporary reality, as though these were permanently valid irrespective of historical changes—the very error Marx repeatedly attacked. The thinking in these essays is at bottom quite mechanical. The orthodox 'let us' is uncritically used, 'proletarian', 'scientific', etc. no longer refer to heterodox reality. They have become formulae as efficacious in grasping and affecting

reality as the repetition of *om mani padme hum*. The result of this 'believing is seeing' procedure is suspiciously tedious verbiage, cluttered with jargon and neologisms, the more empty for its portentous positivity.

Every departure from the conventional, in the work of Horkheimer and Marcuse which attempts to understand social forms necessarily unknown to Marx, is branded idealism. But this even were it correct, would be the portending of the best. Nothing better exhibits the idealist standpoint than the use of a materialist, 'dialectical' or 'historical' categories of which have eternal validity.

Marxism, as a 'school' falls under the ban of Marx in having become a closed discipline unamenable to radical development in tune with that of society. And, as a school, it has its schoolmen, whose role is to perpetuate the half-splitting content, central core of those among the early Christian Fathers, each of whom saw himself the exclusive incarnation of orthodoxy.

Western Marxism is (apart from one essay) schoolmen's compendium which only schoolmen could relish.

Power and policy

Carl Slevin

Politics and the Soviet Union. By Mary McAuliffe. Penguin £1.50, 14 08 0929 5.

Textbooks on political subjects are very difficult to write. The dangers are that, if they stick to a narrow technical approach which is free from obvious bias, they will be boring and insignificant, or if they try to deal with many interesting questions, they will reach a level of ideology unacceptable for teaching. These difficulties are particularly acute for anyone writing about the Soviet Union, which is an idealised discourse when treated in a descriptive institutional manner, but leaves any author who tries to evaluate or even explain it open to the charge of bias.

McAuliffe is clearly aware of the dangers and has produced one of the best and certainly the most readable introductions to the subject. She adopts a combination of theoretical and analytical

approaches, giving an account of what has happened since 1917 and attempting to test the various explanations which have been offered for some of the more important events. On this basis she produces a picture of the present distribution of power in the USSR and how policy is decided and implemented. All this is done not only for the sake of the material itself but as a way into general questions about the comparative merits of different political systems.

In one relatively short volume, the treatment has to be selective and the discussion of methods that chronology by dates is explained, or that interpretations of factors at a point in time can tell us all that is worth knowing.

In an enterprise such as this, there are bound to be lapses, but these do not when Dr McAuliffe is dealing with her speciality, but when she tries to cover the comparative

Period piece

Literature, the Individual and Society. By Raymond Southern. Lawrence and Wishart £2 85315 380 9.

This study is a close companion to the author's earlier *Literature, the Rise of Capitalism*. Here he deals with English writers at the eighteenth and early nineteenth centuries, beginning with an emphasis on the misanthropy of Swift to the squeamishness of Smollett, concluding with sympathy for the frustrations and deep unrest of George Eliot's heroines.

His main theme is the effect of the industrial revolution on work people's lives and on the restructuring of the hierarchy of the class system. He begins by looking at the depopulation of the countryside, through enclosure and the growth of the towns, with in polite circles, was accompanied by a false literary idealization of village life, crystallized by Gray's *Goldsmith* and corrected by Goldsmith's consideration of pastoral life in *The Vicar of Wakefield*. The alignment of nature with human nature in the poetry of Wordsworth; and to the parallelism of the disruption of classical order, verse, brought about by Coleridge and the Romantics and the political revolutions of the time.

It is not necessary for the reader to share Mr Southern's own political opinions, or even his literary assumptions to find this a stimulating essay in the literary and social history of the period. It gathers many preconceptions about literary works, and, in the spirit of I. A. Richards, Mr Southern keeps his eye firmly on the actual words of the texts. Shirley Toulson

Journeying

Organizing School Journeys. By Michael Arkinstall. Ward Lock Educational. £2.50, 76 3608 4.

Although this book is aimed at primary schools there is useful information for other ages. The author rightly encourages work to be undertaken before the pupils go on a journey rather than delay for what may be boring retrospective planning. He gives good examples of the scope of visits but unfortunately gives some extension to the subject. Even so, it is an attractive book with helpful examples of planning letters to parents and sample parents' consent and medical forms. Anthony Locke

A writing animal

Shirley Toulson

Edward Thomas on the Countryside: A Selection of his Prose and Verse. Edited by Roland Gant. Faber £4.95, 571 10799 0.

On Easter Monday, 60 years ago, the poet Edward Thomas was killed in Flanders. He was 39, and all his poems were written in the last two years of his life. Yet his first prose book *The Woodland* was published when he was 19, and in all, he wrote some 30 volumes, mainly centred on his long walks in England and Wales. Most of these are no longer available outside national reference libraries, so this selection from them is particularly welcome.

Roland Gant has divided his chosen passages into four sections dealing with Thomas's general reflections on roads, footpaths and tracks; his descriptions of landscape; his portraits of the people he met on his travels; and his delicate charring of the passing seasons. By this arrangement, Mr Gant has been able to include pieces that cover the whole scope of Thomas's observations on the landscape he knew and loved.

Even so, he must have had some hard choices to make. By 35,

Thomas was describing himself as 'a writing animal' and one who found that he walked 'because it is necessary to do so in order both to live and to make a living'. From that compulsion he left us an impression of the countryside that at once charms and fascinates his readers and a record of much that has gone for ever. For it was no surprise to him to come across a farmer threshing 'with an oaken flail in his barn'.

'A great many must be walking over England nowadays for the primary object of writing books: it has not been decided whether this is a worthy object,' he wrote in an early chapter of *The Wrecked Way*. Since his time there has been no falling off in the numbers of literary ramblers, and sometimes it is fair to ask if their object is worthy.

About Thomas there can be no doubts. Whether or not we read his prose primarily as a preparation for his poetry, his way of looking at the countryside is part of our heritage, and Mr Gant has done us a great service in making his prose more generally accessible, and setting the verse in the context of its origins.

I contain multitudes

Selected Poems of Walt Whitman. Chosen and introduced by James R. Burt Foster and Martin Seymour-Smith. Heinemann £1.50, 435 15069 3, £1.95 435 15070.

'I am large; I contain multitudes', wrote Whitman. This selection is a useful introduction to the scope of the poems, and the life of the man who, according to Ezra Pound, was America. The version of the poems used is the final authorized text. Select bibliography, notes and commentary are added. S.T.

Reflections

J. M. Synge: Interviews and Recollections. Edited by E. H. Mikhail. Macmillan Press £6.95, 333 19770 4.

The man of genius always remains both to his contemporaries and his successors something of an enigma. As Robin Skelton writes in his foreword to Professor Mikhail's collection of reminiscences and reflections by the contemporaries of the Irish playwright, J. M. Synge.

It is certainly true in this instance. Synge was an isolated, introspective, modest man who communicated almost entirely through his plays. His friends and fellow writers, W. B. Yeats, Jack B. Yeats, James Joyce, James Stephens, John Millington Synge, frequently used the memories of their encounters with Synge as an excuse to reflect on the general nature of creativity. This book is none the less valuable for that, and if Synge's thought does not come across (that being confined to the plays), the reader does at least get a glimpse of how the man lived and worked in Paris and the west coast of Ireland; and, above all, of the general reactions, more political than literary, to his plays.

In that last respect, one of the most interesting contributions comes from Walter Skelton, director of the Abbey Theatre from 1926 to 1942, who at the age of 13 went to the first production, *The Playboy of the Western World*, and who recalls Synge acting 'motionless through the dumb show of his play, amidst the riots and insults of the mob' and gazing 'unseeing at the raging auditorium'. S.T.

Mist over Haworth

Rosemary Hartill

The Brontës. By Tom Winnifridh. Macmillan £5.95, 333 21610 5.

'Criticism should tell of the adventures of the soul in a world of masterpieces', said G.K. Chesterton. How disappointing to find that the author of this critical book on the Brontës sees his book merely as 'another attempt to pass judgment'. And how depressing to discover yet another critic who believes in the possibility of 'definitive interpretations' of works of art.

Tom Winnifridh's main purpose here seems to be to illustrate the self-evident point that the Brontës lives are different from their books. The second aim is to show that the Brontës cannot be fitted into the history of the nineteenth-century realist novel. Once these two aims have been achieved, 'many of the faults of the mature novels disappear'. The logic of this is hard to follow.

Generally logic does not play a very revealing part in this book. The observation, for instance, that Branwell cannot simply be equated

with Huntington in *The Tenant of Wildfell Hall* since Huntington dies at the end of the book and Branwell did not die until after the book was published, is hardly helpful, though certainly indisputable. Other examples are not so water-tight. One can hardly claim that Charlotte is a pioneer in social reform; indeed she makes Jane [Eyre] comment on several occasions that she did not want to be poor. One hopes it is not Dr. Branwell's focus. Branwell's background that makes him assume that all pioneers of social reform long to be poor.

Perhaps the real problem with this at times disappointingly flabby book is the attention the author gives to the opinions and, red herrings of some previous biographical and critical studies. When he forgets about those, and writes of his own response to the novels, particularly *Villette*, which he treats with some insight and sympathy, a suggestion of adventure at last dawns.

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Classics and catastrophes

Audrey Laski on paperbacks

This time there is a great outbreak of series, often useful for hooking the young reader and confirming a hesitant enjoyment. Richard Scary's Mysteries, The Great Pie Robbery and The Supermarket Mystery, Picture Lions (6p each) are ideal reading-aloud books for pre-readers, since the pictures are full of delightful detail. For those already reading, particularly tomboys of both sexes, Gordon Bushell's Captain Cobwebb books, Captain Cobwebb, Captain Cobwebb's Cowboys, and an Aramud 40p, in which two restless little boys are caught up by their magical magic in a series of absurd and inventive adventures, may be engaging. More conventional, Malcolm Saville's adventures for younger (Susan, Bill and the Golden Clock, Knight 45p) and older (The Secret of the Forge, Aramud 45p) children, with plenty of villains to be fought, probably continue to exercise the simple pull I felt from the first Lone Pine books 30 years ago. Alexander Harrie buses his thrillers, Fly for Three Lives Operation Midnight, Let Them All Starve (Piccolo 45p each) on the stimulating idea of a 13-year-old boy being allowed to fly, as a kind of apprentice, for a charter company that perpetually gets involved in international conspiracies; the spirited English boy saving inept foreign regiments from their villains has a more old-fashioned ring than the aircraft technology, though. More contemporary in spirit are Stephen Chauce's stories: Septimus and the Minister Ghost (Puffin 40p) has less force than the earlier Septimus and the Daneddy Mystery but is still good, unexpected reading. The oldest series is a new venture of Picoles, edited by Edward Blisken at 50p each: classic adventure stories rewritten for the young by various hands and illustrated in vigorous Mad Magazine style by Tom Barling. It works rather well for Treasure Island (retold by Tom Barling), The Last World (retold by Carey Miller) and King Solomon's Mines (retold by Alan Robertshaw), less well for 20,000 Leagues under the Sea (retold by Tom Barling) and The Last of the Mohicans (retold by Alan Robertshaw), and abominably for The Adventures of Ulysses (retold by John Marsden). They raise the permanent question of whether, if you dispose of the original writer's words, what is left is worth attention; they don't answer it; watching their progress may.

A sequence is quite different from a series. Puffin has now completed publication of K. M. Peyton's excellent Plimberds trilogy with Plimberds in Summer (55p), Christina working her way through bitter unhappiness in away, while Fontana Lions publish the sequel to Judith Kerr's When Hitler Stole Pink Rabbit (The Other Way Round 55p), bringing her refugee heroine through the miseries of adolescence, complicated by war and the worry of being but not feeling an alien. The pains of real life come in the single novels, too: almost unhearably in The Friends, by Rosa Guy (Puffin 60p) where the weight of family mortality, hostility and guilt seems rather a lot for the young reader to bear, though the lurid background, with its mutual suspicion between American and West Indian blacks, is fascinating; usually one reckons children should read stories about those a little older than themselves, but I would not give this to anyone younger than its 14-year-old heroine. The rest are lighter, though there is a sinister element in Come Back Lucy by Pamela Sykes (Puffin 50p), a ghost story about the problems for a lonely child of adjusting to family life; a similar theme, though ghostless, is sensitively and vigorously handled in a New Zealand setting in Mick's Country Cousins, by Anne de Roo (Piccolo 50p). New Zealand is again the setting for an interesting version of a true story of pioneering, The Runaway Settlers, by Elsie Locke (Puffin 60p). An adventure in the Kidnaped mould in Ellis Dillon's The House on the Shore (Beaver 50p), set in a timeless Irish past; Geoffrey Trease's splendid thriller Popinjay Stairs (Puffin 59p) is very firmly located in Restoration London. Peppy becomes embroiled in a potential Admiralty scandal; kidnapping, the theatre and the Thames are all part of the resolution. For younger readers, I preferred The Demon Bike Rider, a kids' funny but realistic story of vlad adventures and misadventures, by Robert Leeson (Fontana, 50p) and Running Scared by Alan Evans (Beaver, 40p), a thriller with unlikely villains but very believable child heroes, to Boy Astronaut by Hugh Walters (Grasshopper, 50p), a sadly flat attempt to write plausibly about a child in a space adventure. Science fiction needs the imaginative vigour of Andre Norton, though The Zero Stone, a wild space opera (Beaver, 45p) is again for older readers. It is essentially fantasy, of course, though a different sort from The Search for Delicieux by Natalie Babbitt (Fontana, 50p), a curious but fascinating mixture of serious and flippant, involving dark ambition, a doll-obsessed mermaid and a deft court quarrelling over a definition of "delicious" in the celebrated "Love Is..." manner; one for the dreamy child. And one more court case for reading aloud, the splendidly silly rhyming story of how The Duchess Bakes a Cake by Virginia Kahl (Picture Lion, 50p) and is nearly carried away by her own cleverness.

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Keyboard clues

Margaret J. Harrison

The teaching of typewriting today demands an open mind, a flexible approach, and textbooks which provide a variety of material which is relevant to the work of a typist. With the static or reduced budget and ever-increasing cost of books, it is imperative that teachers choose the books offering the greatest value—those that provide material which is relevant, flexible in use, completely up-to-date, and which will help to prepare candidates for the various public examinations at all stages. Typewriting from Keyboard to Career, by E. and R. Kesteven (Pitman £1.85, 273 00208 2), is designed for beginners of varying ability right through to the elementary stage of any public examination. It is, therefore, a complete "beginner's course" which can be adapted to the speed of the student. All aspects of typewriting technique are covered; graded tests and points of theory in the different sections provide useful practice, and there are some theoretical questions and answers throughout the book for revision purposes. The final section is devoted to revision and examination preparation. Type to spell, by M. Smith and D. L. Butterfield (McGraw-Hill £1.65, 07084214 0) is an aid to correct spelling when typing. The all-too-familiar problems in spelling are highlighted, and the exercises and drills can be used in numerous ways according to specific requirements. Typewriting students would benefit greatly from the constant use of this book. Typewriting Exercises for Hotel and Catering Students by B. Brooks and J. M. Simpson (Edward Arnold £2.00, 7131 0038 9). Although specialising in material relevant to the hotel and catering trade, this book does provide some very interesting exercises, using a variety of displays which would make excellent practice material for students preparing for their own examination, and will, of course, be invaluable to those training for this particular type of work. The Typewriting Dictionary, by E. Mackay (Pitman, £5.00, 273 11721 0), is a completely new typewriting dictionary, not simply a revised edition of the earlier Dictionary of Typewriting. The answers to more queries a student or teacher of typewriting are likely to pose are given in full in a clear, enlightened

way, and the layout of the dictionary is, perhaps, the biggest change from the original book that all the information about particular topics is presented together, instead of each separate item being listed alphabetically throughout the book. This is complete "picture", and saves time searching for various specific items elsewhere in the book. However, there is neither an index nor a contents section, a subject-matter that comes within the sphere of office practice, as the method of operating a dictating machine, has also been omitted. Typing Fluency and Accuracy (Revised edition), by G. I. Holt (McGraw-Hill £1.35, 07 080 3), is rather an expensive book providing a review of board and machine techniques, a graded theory and speed practice. It might be more helpful if exercises could be printed in the same way as the introduction pages, in both pages facing a same way to avoid constant turning over of small pages. Typing First Course, by Dr. D. M. Scattergood (McGraw-Hill £1.95, 07 84212 4), is a third in a popular "first book" for beginners, with references to help pages in its companion book, Practical Typing Exercises. It is, of course, to be used quite independently of other books or tapes, to cover the needs of all learners at the elementary stage of typewriting examination, and to provide a sound foundation in more advanced work. Standard Intermediate Advanced Typewriting, by R. E. Caswell (Cassell £3.10, 0 304 19632 7). This is the fifth and slightly revised edition of Typewriting Intermediate and Advanced Editions which deals with typewriting methods and techniques with at the same time, providing material for meaningful practice. Minimum standards of accuracy prescribed for many of the exercises, which is a useful guide to students and teachers, but no clear methods and techniques are given; it is felt that this is well catered for elsewhere. The price may seem prohibitive these days, but it is fair to say that this is a book of some substance, 184 pages—mainly manuscripts, by students who have passed an elementary examination in typewriting and are preparing for intermediate and advanced examinations. It also includes some aspects of dictating, duplicating and office practice.

Management models

Howard Sergeant

Modern Business Administration. By Robert C. Appleby. Pitman £3.75, 273 00433 6. Practical Business Models. By J. E. Helweg and C. W. Mann. Heinemann £5.90, 434 81288 7. Designed for practitioners in management rather than model-builders, Practical Business Models is indeed a volume without frills; no time at all is wasted in an attempt to persuade the reader of the value of models in design. The volume is comprehensive enough in its treatment to be of value for students preparing for the examinations of various professional bodies or following courses for the diploma in management studies and the B.M.D. As in the first edition, the text is divided into two main parts: "Management Principles", with separate chapters devoted to the nature of management, planning, organization, direction and control, and "Management in Action", comprising marketing, production, personnel management, office man-

agement, and possible future developments. Each chapter has its own test questions and bibliography. This revised edition introduces behavioural aspects, the systems approach to management, and an introduction to teaching techniques. Obtainable from the CCETSW at Derbyshire House, St Chad's Street, London, WC1.

Ed Tech '77 the mixture as before

The EdTech Exhibition now appears to be an established landmark on the educational scene. By 4 pm on the first day of the exhibition, with attendance figures 50 per cent up on the same day last year, the organizers were already talking about next year's event. The formula has been judged successful and will be repeated exactly. EdTech came into being after the catastrophic submergence of Inter Navex in Caxton '76. Navex, it was argued, had become too commercial. It was attracting the makers of sophisticated closed circuit television and other equipment, but was not showing the sort of material relevant to schools. Both educationists and manufacturers became dissatisfied. "A crisis" came when Inter Navex became part of the mammoth Caxton '76 exhibition. It was lost among the printing machines and computers and died at least as an exhibition. An annual conference is still being organized by the National Council for Audiovisual Aids in Education. The choice of Holland Park School for EdTech was inspired. The school is light and airy and the exhibition can be nicely divided between several small rooms. More over Holland Park School is used to coping with big exhibitions. Before EdTech, the annual entomologists exhibition and conference was held there. Last year however it became too large and moved on, just in time to give EdTech its preferred location. The choice of month, August, seemed idiosyncratic but amazingly it appears to have worked. The organizer, John Northover, has no doubt about the timing. In the week before schools start to go back, he says, educationists begin to think about their schools again and they feel fresh enough to face an exhibition. EdTech, he says, will be keeping to the same formula. It will aim to attract a lot of producers of materials as well as educational equipment and will retain the film shows and conferences which are the heart of what manufacturers and educationists can discuss problems intensely, if not in depth. At present there are no plans for expansion. This year, like last year, there were exhibitors and this is all that the school will hold.

Features for junior film users

TERRY NORRIS offers suggestions on forming school film societies, and planning their programmes

The idea behind all film societies is, of course, to show films—especially films that might not otherwise be easy to see, perhaps because commercial cinemas have rigid and unimaginative programme policies, or merely because some films worth seeing happen to be old ones that are rarely revived by the cinema chains. Thus, the film society is mainly concerned with accessibility—providing the venue, technical facilities, film booking and general administration that will allow members a chance to see the films they want to see. Many societies put great stress on activities other than the passive viewing of films—discussion groups, a school publication, lectures, and in more recent years a growing involvement in using film in community affairs. This last aspect is one which the British Federation of Film Societies, as the national body, is especially helping to foster, ranging from minor entertainment oriented film societies through more committed film societies to the growing number of film study courses being mounted at schools, colleges and universities. While our basic commitment clearly remains with those groups involved in a serious study of film—whether through a film society or in the more formal context of an educational course—it seemed wholly consistent to provide all film users with a publication that offers within its covers the basic information on over 6,000 feature films available. The growing cost of distributors' catalogues has meant that film users sometimes confronts film users with

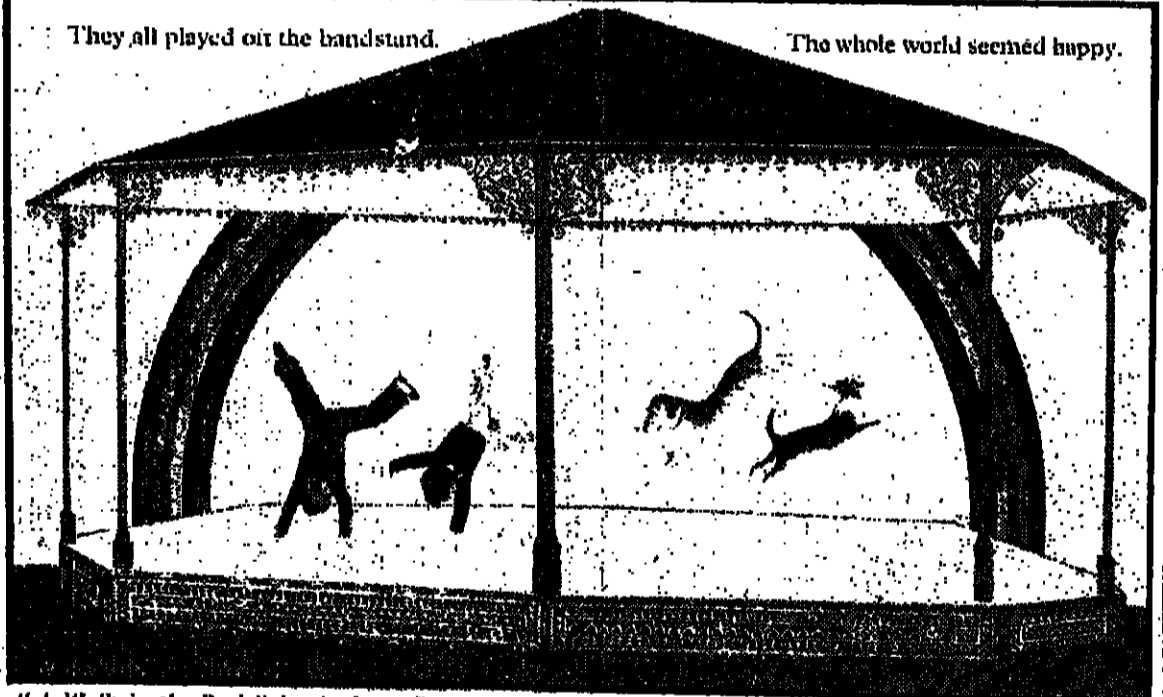
would find it useful to obtain details of the services offered by the Central Booking Agency, 81 Dean Street, London W1, which produces an annual publication by Nigel Algar and Stephen Jenkins entitled Films On Offer (£1.25). This publication is a fully comprehensive A-Z listing of all feature films available on 16mm in Britain, and has a director cross-index and a selective guide to short films. The editors state in the introduction: "In the past a broad criterion for inclusion was based on the notion of films likely to be of interest to film societies." The range of film users and, by extension, of possible users, of Films On Offer has now far outstripped this category. There is a spectrum of activity ranging from minor entertainment oriented film societies through more committed film societies to the growing number of film study courses being mounted at schools, colleges and universities. While our basic commitment clearly remains with those groups involved in a serious study of film—whether through a film society or in the more formal context of an educational course—it seemed wholly consistent to provide all film users with a publication that offers within its covers the basic information on over 6,000 feature films available. The growing cost of distributors' catalogues has meant that film users sometimes confronts film users with

Quite understandably the largest spectre looming over school film societies at the present time is that of rising prices. Carriage charges have inevitably risen, and the film libraries themselves have been forced to raise rentals in the past year, generally by about 20 to 25 per cent, in order to cover the ever more costly laboratory costs. A film must now be a very viable proposition for it to remain in a company's catalogue when it is time to order a fresh print. In addition, the practice is now growing of charging a fixed minimum of a single order (Rank £4, Columbia-Warner £5.50, Contemporary £5 for shorts), a quite sensible expedient which simply forces schools to organize their bookings more carefully. The days of reasonably priced tape over (though Robert Kingston Films are still amazingly cheap), with £20 now a common tariff for what several years ago would have been a substantial commercial blockbuster, it would be useful to aim at some block bookings from



A silhouette film by Latte Reiniger and Carl Koch, from "Films on Offer".

Just one or two distributors to save money and when ordering ask for one poster for internal advertising. The programme is the most important aspect of any film society—it is the society's raison d'être and the only reason that pupils become members. It is therefore important to keep up to date with what is available throughout the year. Good sources besides Films On Offer, are: Monthly Film Bulletin, published by the British Film Institute, Film and Federation News available from BFFS, and the International Film Guide, an annual published by Tiventy London at £2.50. The season should be planned early to avoid disappointments, and a reserve list of suitable second choices should be ready in case any of the main selections are fully booked. The actual selection of the programme should be in the control of a small selection committee and the smaller the better. It is worth getting suggestions from members, but the final decisions must be in the hands of a small group if the programme is to be balanced and well shaped. The programme should never be a compilation of the individual choices of each committee member or the favourite films of members of staff since this results in a rag-bag of tastes. When all the films have been compiled discuss your choice of films with the headmaster. Finally, I recommend an excellent article by John Hart about the organization of a school film society in issue number three of the journal View published jointly by the National Association for Film in Education and the Film Studies Department at Little Hulton School, Copple are 25p from the school, Browning Road, London E12. In his lengthy article John Hart gives some practical suggestions arising out of the "time" objects and organization of a well established school film club. Terry Norris is head of film and media studies at Little Hulton School, Newham.



Planning and control

Accounting: An Introduction. By Arthur H. Hodgson, Miles Atkinson and Richard Marke. Macmillan £12.00, 333 150236, £5.95 333 19167 6. This is a textbook with a difference. It is the difference in approach and treatment which makes what can be a tedious subject for many students one of the most interesting and stimulating. Most textbooks on accounting seem to concentrate upon detailing the methods and mechanics of the discipline and it is only incidentally, and often at a more advanced stage, that concepts and the philosophy are even considered. Intended primarily for undergraduate degree courses in business studies, accounting and economics, conversion courses for postgraduates, the book is designed in such a logical manner that the conceptual foundations of the subject are examined before the superstructure is added. The text is presented in three parts—Measurement, Planning, and Control—arising from the difficulties of accounting as the measurement, recording and communication of economic data; each part is introduced by a chapter on the concepts to be explored and throughout the section the relevant chapters are related to the concepts involved. Further, since organizational problems are rarely confined exclusively to the financial aspects, an attempt has been made to connect the study to a range of other disciplines, including quantitative techniques, law and behavioural science. Each chapter has its concluding notes, together with test questions and problems to be tackled by the student. It should, however, be mentioned that, fascinating as this book may be, until the examination syllabus of the professional accounting bodies are changed, it can be recommended only as additional reading for students hoping to become professional accountants. H.S.

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Small is more beautiful

M. R. EVANS discusses the advantages of 8mm films

Some years ago there was much excitement in the authority where I was then teaching when it was decided to establish a library of educational films for all the schools in the county. This excitement was short lived, however. The plans happened to coincide with the first batch of educational cuts that came in the late 1960s. The plan was shelved—permanently. History repeats itself. In my present authority there has been much discussion on the possibility of extending a small local film library to cover all of the schools in the county. The present financial climate does not suggest a favourable outcome. This situation is probably being repeated throughout the land and the immediate effect will be that smaller film producers will find it increasingly difficult to continue. Eventually we may be left with a handful of big producers who will only produce films that have a guaranteed large sale. In these circumstances why is it that educationists and producers do not consider 8mm? A look at the advertisements in any amateur cine magazine shows that it is possible to purchase feature films in colour, with a full sound track, for little over £10 (including VAT) for a ten minute reel. These have been reduced to 8mm. Black and white material is even cheaper with one supplier offering the GB News reviews of 1934 to 1945 for £2.95 each including VAT. Another is offering archive material at £3.95 per reel covering such subjects as the Battle of Jutland, the Western Front of 1914, the Titanic and the launching of the Queen Mary. Obviously these are not intended primarily for the educational market, but what potential—cine films

for little more than the price of filmstrips! If reprints of commercial entertainment films can be made available on 8mm for the amateur market, why not also educational films? There are a number of advantages; 8mm films cost a fraction the price of 16mm films and with hire charges and postal rates as they stand, the difference between hire of 8mm and 16mm is marginal to say the least, especially when a film is to be used on a number of occasions. The argument that 8mm projection equipment is inferior to 16mm does not stand up. Amateur movie makers are a sophisticated breed and put in a great deal of time and effort to attain technical perfection. Naturally they demand first class projection equipment. But the joy is gone when 8mm equipment was synonymous with inferiority and unreliability. The light output of an 8mm machine does not perhaps match up to that of a 16mm projector, but a really good 8mm machine, that would be more than adequate for such school situations, can be purchased for half the cost of its 16mm counterpart. Money for education is in short supply and schools and film libraries are finding it increasingly difficult to continue the purchase of new films. Meanwhile, producers have also been hit by rising costs and if they are to stay in business, it is essential to them that their films continue to be bought. It would seem that a possible way out of this vicious spiral would be for changes in attitude which would allow an opening for the 8mm market in education.

Sociological objectivity?

Violence Edited by Laurie Taylor, Stan Cohen and Ian Taylor. Socopack Publications Ltd, 2 Crawford Place, London W1. £2.50

This "socio-pack" is in many ways an excellent example of how not to produce an educational kit. Inside its elaborate wrappings, printed on part of one side of expensive card sheets, divided up into important-sounding categories, are only a few articles on violence. Violence contrives to say very little of any interest about its vast and important subject. In the absence of any announcement, it is hard to see for whom it is intended. It seems to occupy a functionless position between popular and academic approaches. The editors seem to be obsessed with category-forming for its own sake. They are consequently making lists of types of violence, theories, and solutions—certainly it is necessary to break such a subject up, but in this pack form virtually takes over from content. But what lies behind the bland academicism must be criticized. The selection of topics, examples and photographs is tailored to a political

viewpoint which never becomes explicit and is therefore never argued. The assumption is that violence of the state and the right is somehow ext- violence; far more to be condemned than violence of the masses and of the left. This position is defensible if explicitly stated and argued, but to treat it as a concealed axiom, in an educational context—to illicitly "read out" certain kinds of violence as if they were not really violence at all—comes perilously close to the kind of brainwashing of which the extreme right accuses all left-wing educators. It is completely unjustifiable, though the impression given is not of calculation, but rather of an unconscious bias masquerading as sociological objectivity. In short this pack has no little function that it is hard to understand how it comes to be published. As there really is such a guaranteed market for anything calling itself a pack or a kit, do do publishers really contain an army of dedicated and Godless reds crying out for propaganda? If so, they will be sadly disappointed: this material is guaranteed to bore any class to sleep. Nick Thompson

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# Exposure to radiation

by John Barker

Cytological Effects of Gamma Radiation, £1.20. Radiation Effects in Plants, £9.15. Philip Harris Biological, Oldunton, Weston-super-Mare, Avon.

As complementary material to the Gammased irradiated seed sets (reviewed on April 25, 1975) Philip Harris Biological now has a set of photographs and 35mm colour slides on the effects of radiation. Cytological Effects of Gamma Radiation has six photo-micrographs 21cm by 16cm and a short booklet of notes by C. R. Davies. The notes describe the type of damage to cells, and particularly to chromosomes, caused by gamma radiation.

The photographs of root tip cells undergoing mitotic cell division are identified by a letter, but are not otherwise labelled. Three show cells at different stages of anaphase. The abnormality of chromosomes shows up very clearly in these fine photographs. The other three show cells at early, mid and late telophase.

After exposure to radiation at the next cell division abnormal acentric chromosomes may be found. Such bodies form independent structures called micro-nuclei at telophase. These photographs show how such micro-nuclei are established in cells at the end of a mitotic cell division.

This material is intended to be used with first-hand observation. The notes explain how similar preparations can be made from the root tips of germinating radish-exposed seeds using the simple Toluidine blue technique. This method has considerable advantages over the better-known acetocarmine or aceto-orcein techniques. It is one which may be unfamiliar to many biology teachers.

The notes do not state the plant used, although it might be inferred that it is a broad bean. It would have been of some value to include in them an idea of magnification. However details on both of these points will be included shortly.

Because the photographs are not

labelled, they could be used in a variety of contexts. Thus they could be used as additional evidence to combine with preparations that students have made from their own material. Alternatively, they could provide direct evidence of cytological damage to explain the results obtained by germinating radiation exposed seeds. Their clarity and resolution will make this set useful additional material in the study of both cell division and genetics.

The slides, a set of 24 with notes again by C. R. Davies, are concerned with the gross effects on the plant of radiation damage. The first three show the effect of increasing gamma radiation on three species of seed exposing to 0, 5, 10, 25, 50 and 100 kilorads. The next section of 17 slides, illustrates the effect of radiation on crop plants. Four slides show the effect on barley both directly and on the subsequent generation.

Another series illustrates the effect on potato, showing what happens when the plants are exposed at different stages of development and the effect on the tuber yield. High radiation doses at an early stage of development result in an absence of tubers. At lower levels or later exposure, tubers are produced, but the quality is affected. Other sequences show the effect on a sugar beet and on broad bean. The last section of four slides shows the effect of exposure of mycorrhizae such as *Spirogium* and *Borchinia* to radiation.

It would have been more valuable if the plants shown had been identified directly to the radiation dose to which they had been exposed rather than to a code. In some cases the notes do not specify the dose level while in others five treatments are listed and the slide shows six.

There are other examples where the text and the illustration do not agree. For example, the notes say that the notes covering radiation biology will feel that this is a small drawback in the use of this material. The notes also draw conclusions from work on the effects of gamma radiation on plants.

# Learn how to bounce with health

Gerard Holdsworth Productions has added a film on trampolining—Trampolining: from First Bounce to Barrel—to their library of sports films.

The film, which is 17 minutes long, takes novice trampolinists from their initial vertical jump to the level at which they can do front and back somersaults and barrel. The movements are demonstrated by a group of young trampolinists under the supervision of some experts. It is available for sale or hire in 16mm and for purchase in super 8mm and videocassette form.

Gerard Holdsworth Productions Ltd, 31 Palace Street, London SW1.

# The illustrated LONDON NEWS

Colour photographs THE EARTH SEEN FROM SPACE Ian Doon THE RARE BEAUTIES OF SAIL Joan Bakewell PROFILE OF TREVOR NUNN Fay Godwin and Shirley Tolkien THE DROVERS' ROADS OF WALES Harmon Moss KEEPING THE PEACE IN ANTARCTICA

# Competitive diaporama

Diaporama, for the uninitiated, means slide/sequence. Last year the first International Competition of Slide Sound Sequences was held in Britain took place with the backing of the Royal Photographic Society, Kodak and Rank Audio-Visual, and participants and sponsors felt this was successful enough to ensure the continuation of the event.

This year's London Festival of Diaporama is planned for December 1 to 4. Several prizes and trophies are offered for work by young people as well as adults. Entries have to be received by October 7.

Further information from the Royal Photographic Society of Great Britain, 14 South Audley Street, London, W1.

# A little audio-visual schoolbook

The Visual Education Yearbook 1977 is now available from the National Audio-Visual Aids Centre. It includes lists of audio-visual scientists, museums and galleries, sponsored films, sources of auxiliary materials, storage equipment for material and display and planning systems.

There is also a special feature—Health and Safety at Work Act 1974—a document prepared by a working party of the Central Council of the Advisers in Audio-Visual Education.

Copies of the Yearbook are available at 80p plus 20p postage from Visual Education Book Service, National Audio-Visual Aids Centre, 254 Balisea Road, London, NW5.

# Physical concepts

by Frank Anstis

Physics teaching slides Velocity and Acceleration. Machines. Force. Newton's Laws on Motion. 12 slides each set, £2.60. The Rickitt Encyclopedia of Slides, 43 Chatham Road, London SW11.

The carefully timed introduction of well prepared slides adds colour and interest to a lesson which might otherwise be regarded as relatively dull. Teachers who agree with this opinion will be especially interested in the six new slides from a series of physics slides published by the Rickitt Encyclopedia.

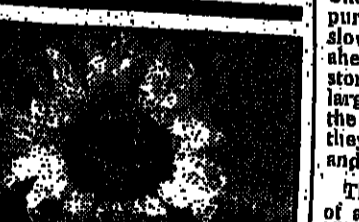
Each set of 12 slides is robustly packaged in a transparent plastic envelope with a separate pocket for the accompanying teacher's notes. With the exception of Circular and Oscillatory Motion, which might best be reserved for the fifth form, the sets all contain slides which could usefully be introduced in the middle stages of a course leading to examinations at about O level standard.

Velocity and Acceleration could be used in the usual practical course involving ticker-timers and other devices for the measurement of velocity and acceleration. Test slides, in this and other sets, make good use of the fact that they can all be projected onto a blackboard or screen in a well lit room and be over-viewed by the whole class. Additional data and questions Machines is another pack which could be conveniently stored into the early years of a course along with the practical work.

The two packs Force and Newton's Laws of Motion contain some slides which illustrate ideas commonly found in the early years and others which are usually left until later. They are introduced as a force unit which a mass exerts on a body which freely supports it. More curiously the compilers introduce the concept of action which is the product of change of momentum and distance.

These sets of slides would be particularly useful in the critical revision period leading up to the examinations in which it becomes necessary to cover a variety of topics in a relatively short time and when it is also necessary to give new interest to a topic which has already been discussed.

The guide notes accompanying the slides outline methods for developing each topic but they neither too rigid nor too restrictive in their suggested approach. After spelling errors (in time rather than "at time") and minor confusions ("speed" and "velocity" the notes may be as good as the slides.



Slide from 'The Sunflower' and 'The Onion', from the Single Topics set produced by Nicholas Hunter.

Slides from 'The Sunflower' and 'The Onion', from the Single Topics set produced by Nicholas Hunter. Slides: Mutton Yard, 46 Richmond Road, Oxford. Both sets were compiled and edited by Dorothy Diamond and they cost £2.50 each. Write to Nicholas Hunter, 71 Pitt Rivers Road, London, NW5 for details of the whole series.

# Christian attitudes

by Paul Turton

Christians Today Compiled and written by Michael Grimmit and Garth Read. Kevin Mayhew Ltd, 55 Leigh Road, Letchworth-on-Sea, Essex. £2.50 for each pack.

Durham Cathedral Resource Pack Issued by the Joint Curriculum Study Group of the Durham Education Assembly. Published by Frank Graham, 6 Queens Terrace, Newcastle-upon-Tyne. Resource pack £1.75, schools pack £3.50.

It is generally accepted that the teaching of Christianity must be a major part of religious education in this country, but in spite of this there is a dearth of material for it.

The majority of books available betray an assumption that those using them are, or ought to be, Christians. The publications under review offer a more objective approach to the understanding of Christianity while inviting sympathetic, imaginative involvement by the learner.

Each of the two packs entitled Christians Today consists of 32 black-and-white photographs with a booklet Teaching Christianity in RE. The whole is compiled and written by Michael Grimmit and Garth Read of the religious education centre at Westhill College.

"We believe that the function of the photographs, like RE itself, is to provide one of the mediums of channels through which the educational process may work—a process, by in and through which pupils may begin to explore what it means to be human", they say. The objectives set for the use of the photographs are admirable. Pupils are to be led to a sympathetic understanding of the attitudes and beliefs of Christians and encouraged to explore "their own questions, feelings and ideas about life" in this context.

Questions suggested to help pupils learn about Christianity from the photographs are apt. Each one deals with Christians in their homes

# Additional authority

by Nick Thomas

Authority: "Checkers" Teacher's Box Evans Brothers Ltd, Montague House, Russell Square, London WC1B 5BX.

Many teachers will know the Checkers series of novels: their purpose is to provide material for slow readers whose interests are ahead of their reading level. The stories are planned as part of a larger project to give these pupils the kind of practice and confidence they need to develop full reading and writing skills.

This teacher's box on the theme of authority is part of this project. It contains two other sets of following material on sport and on family relationships; each of the three areas connects with four stories.

A great deal of thought and work has clearly gone into planning this material. One of its basic aims is that no published project can substitute for the creative interchange between class and teacher. The box is intended, therefore, to provide opportunities for a great many projects. The teacher's book discusses some possible themes and stimulates the teacher's imagination rather than jaying down structures.

This is certainly the right approach, but it results in this pointless material. The four sets of paired photographs, on themes of: Schools, Home, Local Issues and Persons are fairly characterless, and certainly not

exciting enough to bother a child. A more stimulating picture is a role-play card, which is a simple situation related to the themes of authority and discipline, a Norman fort, a medieval tower, as the starting-point for a role-play exercise built as part of the 'Atlantic' Wal during the German occupation.

These, along with most of the box's contents, are interesting examples rather than good. The suggested Channel Islands, with their Norman teachers will make their own home play cards, the posters, and the programmes on television. And for the organizers, there is the great local relevance.

A hard-working teacher will be forgiven for asking why he should obtain a boxful of materials that is intended to increase his workload rather than lighten it? The teacher's book is the most useful part of the box and could easily have been used to give all the necessary material, dispensing with the rest of the kit.

Any teacher who uses Checkers novels will be advised to obtain the teacher's book; it is a treasury of interesting suggestions for work around the stories. But it is not a clear rest of the box will be particularly useful.

As for the anthology of poetry which is also included, it is a distinctly peculiar selection, widely varying in comprehension and with a penchant for patronizing adult claims to language which is an alienating way of actually spoiling a helpful contribution.

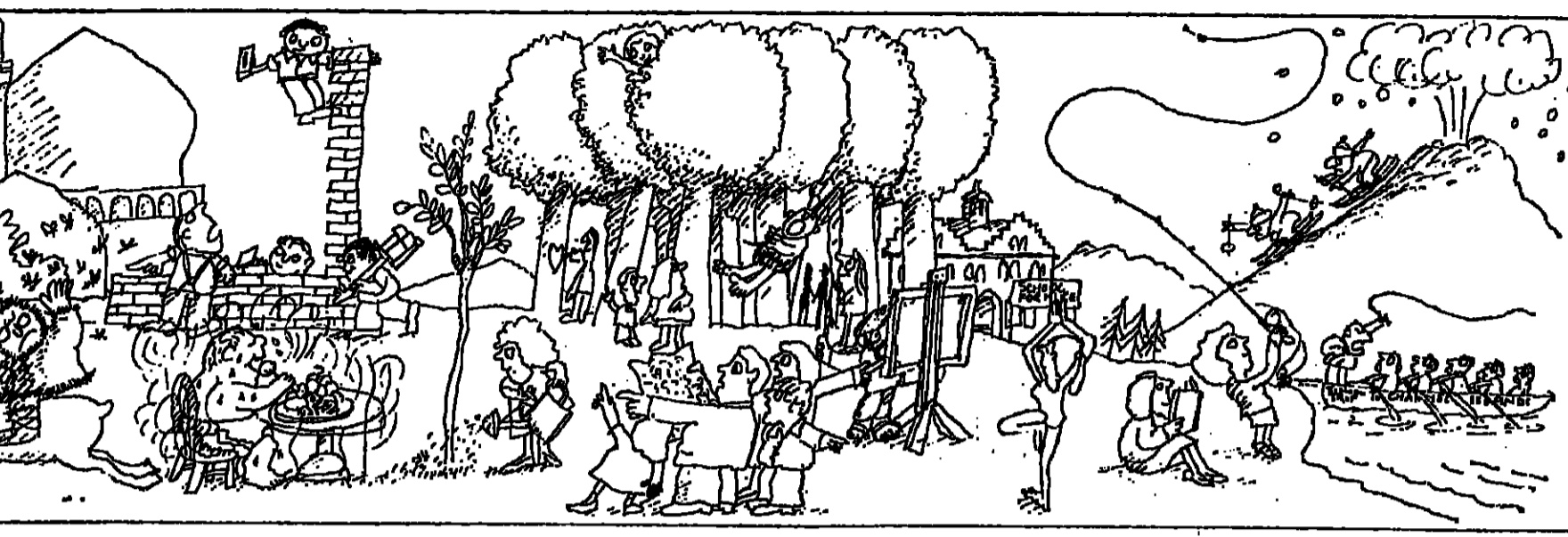
Jersey has two impressive castles, Mont Orgueil and Elizabeth Castle. Occupation museums and a huge underground hospital built by the Germans in World War Two, as well as what is considered to be one of Europe's finest prehistoric tombs, La Hougue Bie.

Then there is the world-famous zoo founded by Gerald Durrell and run by the Jersey Wildlife Preservation Trust, where one can see more than 700 rare species of animals, reptiles and birds in 20 acres of parkland. Among other popular places, with youngsters are the pottery and woodcraft centres, a motor (and bicycle) museum, and a Battle of Flowers museum with life-size animal scenes made from wild grasses.

Guernsey, too, has its Castle Cornet, two Occupation museums and German fortifications, as well as many attractions of its own: a works museum, a butterfly farm, a tomato museum, and a beautiful little chapel built out of shell and pottery fragments.

Nick Thomas lived in exile in Guernsey for 15 years, and his fantastically decorated house in St Peter Port, preserved as he left it, is open to the public. (In winter by arrangement.) Recently both Jersey and Guernsey have greatly improved their indoor sports and entertainment facilities—and added to their out-of-season appeal—by opening new leisure centres. Jersey's Fort Regent centre has been developed from a Napoleonic fort overlooking the harbour capital of St Helier and

# EXTRA TRAVEL-HOME AND AWAY



# HAT EXTRA DIMENSION

The Channel Islands make an excellent first step abroad for school parties.

by Edward Owen

Durham Cathedral Resource Pack offers the means to an understanding of religion—and much more—through an educational approach to a great cathedral. The pack contains a collection of leaflets, cards, booklets and posters.

The same could also be done for the Festival of Light and "The Light to Jesus, Baby". Family can receive good coverage and the church has. Indeed, this appears again in the second and is over-represented in a comparatively small collection of pictures.

The Channel Islands are a natural adventure for themselves on a miniature scale. It is because they have that extra dimension of being self-governing and details of the English Crown records are included.

This admirable programme is of most use to those educational holidays from Britain to Jersey and Guernsey. On the one hand there is the ideal environment of unpolluted beaches, splendid cliff walks, wild life, and bird life in abundance, and each one on a separate island.

Jersey is only 45 miles square (Guernsey 25 square miles) and school parties to cover a lot of ground in a short time and makes it easy for children to grasp the scale. A morning's coach or bus tour of Guernsey or Jersey, for a simple situation related to the themes of authority and discipline, a Norman fort, a medieval tower, as the starting-point for a role-play exercise built as part of the 'Atlantic' Wal during the German occupation.

ports or foreign currency. In the larger islands there is certainly no problem in arranging a very full week's or even fortnight's programme for schoolchildren of any age.

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is reached from street level by cable car. Beau Séjour, on the outskirts of St Peter Port, is a purpose-built centre opened less than a year ago.

Traveling between the islands is an adventure for children, especially as the means of transport includes hydrofoils, catamarans and 15-seater Tristar planes.

Alderney is the closest of the group to both England and France (a fact that often mystifies children until they take another look at the map). Only three-and-a-half miles long by one-and-a-half miles wide, it is particularly well off for safe, sandy beaches and is a favourite summer retreat for professional families with young children in search of a traditional seaside holiday.

Unlike Alderney, Sark has no airport and scores aircraft as much as motor cars. To explore it on wheels, one has the choice of hiring a bicycle or a horse-drawn carriage. In its thirteenth year—the first annual gathering in London of School Travel and Exchange Organizers.

Accommodation for parties is very limited on the smaller islands, although Sark, Alderney and Herm all take campers. However, a number of hotels in Jersey and Guernsey continue overleaf.

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Isfahan—the sporting pavilion of Shah Abbas.

## PATTERNS OF LIGHT AND SHADE

For Dudley Wilson the Islamic city ideal has been achieved at Isfahan

Last year's World of Islam Festival highlighted the achievements of Muhammadan culture and aroused great interest in Islamic art, design, life, sights and sounds. I have no doubt that the impact of those exhibitions up and down Britain set many thirsting for a chance to travel to Islamic lands to experience for themselves that way of life, that sun and sand, that fusion of art and industry with faith and custom so brilliantly portrayed in various galleries.

Islam has seldom been entirely cut off from the West. Such a perfect Islamic building, as the Qutub Minar in Delhi, or the Taj Mahal in Agra, and the mosques of Cordoba or another exist within present boundaries of Christian Europe. Western contact with the marching Crescent—Fighting in 732, the Crusades, the gates of Vienna in 1683, British rule in India and Napoleon's Egyptian campaign—have kept Islamic art and architecture seriously respected in Europe.

Early fashions for things exoticity Muslim could include the results of embassies made to Persia by the Shiraz brothers; Shah Ismail's spear has Lear refer to Edgar's outlandish disguise as "Persian". Sir William Jones in his *Grammar of the Persian Language* and Felicitas Bunsen's *History of Persia* produced oriental spice which contributed significantly to Romanticism with its poetic pleasure dome of Kubla Khan or more tangibly, Brighton's Royal Pavilion.

Fitzinger's interpretation of Omar's *Rubaiyat* in Persian-type buildings and mawkish illustrations haunted our Victorian era as engagement cadence. In soulful musical settings those ghazals echoed round many a nineteenth-century ballroom. Regrettably much

Mahan, out in the inhospitable Dasht-i-Lut desert of Iran is just such a spot; shrine, oasis, mosque, minaret and garden reached with relief both physical and spiritual, left with reluctance. Travellers, such places are not for tourists, can savour such pleasures still. In the same stony region it is rejuvenating to reach the fortress town of Bam where courting hills cover an atmosphere perfumed with orange blossom.

In museums we are used to viewing Islamic art piecemeal; a book illustration without the volume, bowls in glass cases, a couple of tiles, the odd carpet or drinking vessel but the vast context of Islamic life itself and the major achievements in architecture and city created from nomadic conditions by faith, must also be comprehended.

Both societies of black tent and walled city still exist. One imitates the other which in turn serves and enriches the first. There is still adventure and romance in a tour to the lands of Islam. Muslims were also great inventive geniuses bringing to the huge scale of empire across seas of desert and arid water.

Islam does not see art as separate from industry, culture as the preserve of an elite. This oneness seems now especially attractive to us. I have enjoyed listening to illiterate legends in Shiraz warbling the sonnets of Saadi. I widely wander on terraces of the Qutub Shahi tombs, set in pomegranate groves beneath Golkonda, a stratum of the Muslim population swaying in shared pleasure to Qawwali poetry; no trace of two cultures or two nations.

For the Islamic city ideal has been achieved at Fax, at Fath, at Sikri and at Isfahan. The latter, dubbed "half the world" is carefully planned. Its main square serves as maidan, market and polo-ground. One end is dominated by blue-tiled domes and minarets of the Shah Mosque, the other by entrances to the labyrinthine bazaar from which issues the tapping of gold, silver, copper and tin smiths.

To one side is the perfect flattened dome of Lotfollah Mosque, coloured in a zig-zag disposition. Opposite stands the sporting pavilion of Shah Abbas. Isfahan's river is crossed by superb bridges with dozens of arches. Isfahan's bath-cats are beautiful, elegant and practical.

Tree-lined boulevards; house-further mosques adjoined by madrasahs or colleges; its alleys team with small industry. Here invention, learning, industry, art, sport, practical skills and faith unite to illustrate the satisfying wholeness of enlightened Islamic rule.

This wholeness is best symbolized and visualized by the dome. As the civilizations of Rome and Iran broke up in the wake of Christianity towards the West and Islam to the East these new religions inherited much from their predecessors. The Roman dome of the Pantheon flourished in the Renaissance with St Peter's and St Paul's. Later the Byzantine dome of St Sophia was passed into service as a mosque after 1453.

But Islam could erect domes as

## TRAVELLING COMPANIONS

F. W. Kellaway on maps, atlases and guidebooks to the British Isles

There are, I suppose, travellers who shudder at the thought of a guidebook. Some even believe that passers-by will direct them, though discouragement must surely follow the reiterated "sorry, I'm a stranger here myself".

The only sensible thing is an adequate supply of appropriate maps. For those still allergic to metrication, suffice to say that a scale of one inch to one mile represents a ratio of 1 to 63,360.

Thus the new 1 to 50,000 series of the Ordnance Survey gives a picture which is bigger, with one mile shown as about 1 1/2 inches, and any particular area of ground covering about 60 per cent more space than on the one-inch map.

Similarly a 1 to 25,000 scale means very nearly 2 1/2 inches representing one mile, while the earlier quarter-inch to one mile (which was naturally as one inch to four miles) becomes as one inch to 25,000.

Walkers and those wanting details of footpaths and tracks, principal field boundaries and buildings, and landscape features should arm themselves with maps on a 1 to 25,000 scale; general motorists and less detailed local work is satisfied by a one inch to one mile or near equivalent scale; and cross-country travel, covering greater distances, is best suited by the quarter-inch to one mile type.

Among outstanding names in cartography publishing is Bartholomew. They have just issued a combined *Road Atlas of Britain and Motorway Plan Atlas*, available in a slip case at £9.50. Maps in the road atlas are extremely clear, on a scale of one to 300,000. This is about the smallest scale that is acceptable for the purpose, but the colouring and printing are of good quality, and the choice can be justified.

There is merit, too, in that any opening of the book means a coverage of some 50 miles from south to north or some 70 miles from east to west without needing to turn a page.

In the motorway section there are strip maps at 1 inch to 4 miles, showing all junctions and the information carried on the road signs at such, the distances between junctions, and the roads which meet at or pass over the junctions. The strips are associated with "route-finder" maps, town plans and other supplementary material.

Even better from Bartholomew are a brand new *Gazetteer of Britain* (£9.50) and the first of a new series of guidebooks. The former is a bargain because it has bound in the set of road maps that form part of the dual atlas, and a set of town plans which are clearer and more informative than those of the other set.

The *Gazetteer* itself occupies 271 pages with more than 40,000 entries about "human settlements, described as cities, towns, villages hamlets and localities", specific regions (for example the Peak District), natural and architectural features (lakes, rivers, castles) and so on.

Each entry refers to the maps and to the National Grid system (which is particularly well explained in the introductory pages). These pages, some 50 in all, contain an etymology of place names and statistics of population and climatology, trade, social trends and education.

All in all, the volume cannot be faulted.

Generally the same can be said about the guide books, although there are some errors in details, largely occasioned by recent changes in local policy (such as the opening times of buildings) or the completion of new roads.

There is a reasonable appreciation of the district as a whole and detailed information on virtually every point of interest, whether in town or country. The series is launched with volumes on Devon and Cornwall, Cumbria, South Wales and the Scottish Highlands (£4.95 each).

Road maps in six colours are supplemented by a geological map, town plans, more than 100 black and white photographs and some colour plates (these so exceptionally good that one could greedily wish for more).

Notes on guidebooks load naturally to one of the most famous series, Ben's Blue Guides. They are so well known that detailed description is unnecessary. But as companions to any good map they are indispensable. There is the hardback edition of England (£7.25) and limp-cover versions of London (£2.50) and Scotland (£4.50). They are up-to-date, reliable and attractively laid out. If I were restricted to one book of this kind, I would undoubtedly choose from Ben's list.

It is not so easy to suggest a "best" map. Most preferences would be met by some things from the selection in this article, but, in the end, the choice is a very personal one.

An atlas to suit the modest pocket might, however, be Collins Road Atlas (£3.95) in which the large colourful pages are attractive to the eye, and the layout is easy to follow. The whole of Britain and Ireland is covered at 1 inch to 4 miles, there is a Greater London map at 1 inch to 1 mile.

There are details of motorway junctions and road signs, nearly 50 town centre plans and an index listing 25,000 place names. Its dimensions (more than 15 inches by 11 inches) mean it cannot be put in a pocket (either jacket or car); this apart it cannot be faulted.

Nor could any criticism be validly made of the splendid variety from George Philip and their member company, Map Productions Ltd. Pride of place goes naturally in worldwide, the Philip's Jubilee Atlas (£13.95). A summary of Royal journeys over 25 years precedes classified information of area and demography, natural resources, industrial production and trade for all the major countries.

Then comes a section on "the Universe, Earth and Man", effectively a miniature encyclopaedia, "176 extremely fine maps and an

"I don't care if we never see you again, you're not taking my moped to Delhi!"

should possess the descriptive manual Ordnance Survey Maps (27) by J. B. Hurley. Historical background, current practices, the philosophy of map-making, specialist offerings, navigation—everything is explained with outstanding clarity and precision.

Examples of the different series, with explanation of the systemization, abbreviations and so on, show the universality of the service. Recent advances, too, are exemplified. The latest "Outdoor Leisure Maps", which carry tourist information such as camping and caravan sites, information offices, viewpoints and the like, thus offer more for a particular market than the one to 25,000 maps on which they are based.

There are developments all the time. Advice can be simply encapsulated. Get the Ordnance Survey manual and the most up-to-date OS maps and commercial atlases which meet a particular need; then you cannot go wrong.

### NETHERLANDS

An excellent stay for (Junior) school parties, the youth centre 8 CHAARSHOEK near Zwolle. It is no hotel, but a centre with own swimming pool, a lake, ponies, cinema and playgrounds. The centre has own coaches for excursions. Many British parties had a good time here in the last years. Attractive rates!

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of our present borrowing seems on a "Sheik of Araby" level, out of Valentin by Turkish Delight. The recent festival probed to achieve deeper impact.

We savour the delicious dreams of Scheherazade, Sinbad and Aladdin yoked to a nightmare of wolf on the fold. Clearly there is a need to get at the heart of Islam. Such exhibitions and the current wave of exchange should do much to bring about just such an understanding.

At the centre of all Islamic life is the mosque. Mosques are walled yet once inside the feeling is of freedom and space, piled arches round courtyard and pool. Iron or brick grilles are set to create intricate patterns of light and shade through lattices. Colourful mosaics of feathery light design create mihrab and minbar, the former elevated below a canopy of tiled stucco and carved surfaces.

On pots, tiles and page Islamic art is inspired by the word of God from the Khoran which codifies and winds its Kufic script in non-figurative design. This is not to their love of forms exuberantly created from plants which we term arabesque. The basic harmonies of the mosque—cylinder or sphere, arch, bar or cube constitute in Le Corbusier's words "the language of humanity".

Islam springs from deserts where "the best mosque is nature." Water, a source of life, nurtures civilization in arid lands. It lends a new dimension to architecture through reflections. This effect is perfected at the Taj Mahal, in Agra, or Isfahan's Chehel Sotun (Forty Columns) where twenty pillars are mere images. Harsh surroundings are watered into a carefully planned earthly paradise of rose garden, stream and nightingales.

lham, the 80-bed Abbey Court in St Peter Port, into the scheme. Inclusive holidays based on Le Manège are marketed by Travel Nationwide and Junior Journeys of Bromley, and also by the hotel's own company, Educational Holidays (Guernsey).

Le Manège is being kept open this winter for the first time, and a three-night itinerary is being offered to schools. The aim in future is to cater in winter for specialised study groups—a purpose for which the hotel is well equipped as it has a 50-seat lecture room and its own library of books and pamphlets on the Channel Islands.

Jersey and Guernsey are linked directly via London, Southampton or Bouremouth, and air ports in the United Kingdom, but with rising air fares organizers are tending to send school parties by coach or rail-air routes, or by Sealink ferry from the South Coast.

Based on a sea crossing from Weymouth, for example, Educational Holidays (Guernsey) is offering its winter itinerary as an eight-day full-board price of £28.45 a scholar, which includes air, hotel and sea for the whole trip.

Modern caravans are a joyous surprise you'll never forget. One of the best is the Grey Pearl of Gwyn, complete from beyond decades over but still as good as new. But the best of simple stoves, (Kiloshay) My favourite is one lovingly built from duck, pomegranate and ground walnuts.

The soups of steak and fish is tender, chow kohab with finest rice anywhere. Add a raw fresh egg, (oghtu), then you have a simple meal fit for a king and obtainable in the Tehran bazaar as well as in restaurants. Local wine is steady. Every meal one of the grand selection of fresh fruit, the dozens of varieties of figs, grapes and melon figure prominently.

Anyone considering a tour of the Islamic country should read Bernard Lewis's *The World of Islam*—stunning! For *Islam* (heavily) recommends James's jackdaw folk. *World Islam* is a study kit for the aged young and old.

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Robin Child, head of art at Marlborough College, takes the summer school painting class. Photo Chris Anne Becher describes how the private schools are coming onto the holiday

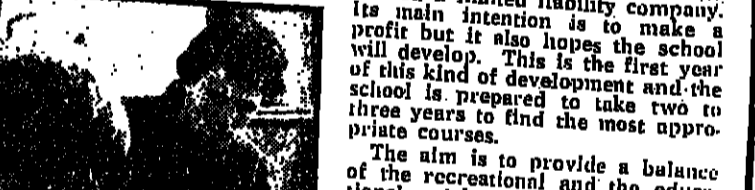
## A SUMMER EXPERIENCE

I thought Marlborough was just a public school until I discovered the fly-fishing course on their private school holiday courses. One by one, the independent schools are looking round for ways of putting their buildings to profitable use during the summer holidays - among them Millfield, Marlborough, Stowe and Oakham which have begun to develop summer programmes of their own, instead of simply letting out their premises to others.

The first of these summer schools started at Millfield about seven years ago and represents the realization of an ambition of the headmaster, C. R. M. Atkinson, to provide children with the kind of physical recreation and tuition he himself has enjoyed at the Lilleshall Recreation Centre.

From the beginning, the project has been a great success and this summer's prospectus offers a great variety of activities, not just in sport, but in music and the creative arts, in academic and general courses and in specialist areas such as speech therapy and dyslexia. For these courses, the staff of Millfield are employed whenever possible.

Family holidays were not part of the original conception but the Sports Council persuaded Mr Atkinson to expand his activities in this direction as well. Mostly Eng-



Tim Saville gives pottery instruction at Marlborough.

lish people come, "the kind of people who go to Cornwall for their holidays". The Sports Council also tried to persuade Stowe School to expand their summer courses to include families, but the famous building is magnificent rather than domestic and sleeping accommodation is mainly in dormitories and cubicles. Some people may not prefer a private living, I believe old Wykehamists install the-lined troughs in their bathrooms for sentimental reasons, but there are not enough of these people to be round.

So Stowe makes the best of its situation and mainly looks after the 12 to 16-year-olds, running three summer schools simultaneously.

This is done in a professional manner, master-minded by Bernard Ashford, the Duke of Bedford of the school holiday courses. He is the first development manager to be appointed by a public school and he says quite frankly that the aim of the summer school is to make money. All the profit is ploughed back, not just for the school but also for the preservation of the common cultural heritage.

The music room, now an "inexplicable splendour" of Corinthian gold, orchid pink and seagreen blue has been restored with money from the profits. The three courses are sport, music and English language teaching for foreigners. Like Millfield, Stowe has excellent sports facilities.

Next year it intends to have a school of excellence for young golfers with handicaps of 10 or under. The music school, which is run on the principle of master classes, is housed separately by the music rooms. The language school, be dovetailed in with sport, for example, a party of Dutch children are having English lessons in the morning and golf in the afternoon.

Oakham School has also decided to employ a full-time development officer, Murray Watson, and has formed a limited liability company. Its main intention is to make profit but it also hopes the school will develop. This is the first year of this kind of development and the school is prepared to take two to three years to find the most appropriate courses.

The aim is to provide a balance of the recreational and the educational and here there are excellent facilities for sport and music. This summer there is an "Executive Fitness" course or "gym" has been bought. After a very brief trial I can testify that this machine could tone up the muscles of the most flabby. Next year, Mr Watson intends to run a Rutland Water.

This brings me to the solution of my holiday problem - it was found among the great variety of courses offered by the Marlborough Summer School. This year I wanted to go on holiday with my children but I also wanted to learn how to fly fish, something in which they certainly were not interested.

I hoped to have the aesthetic delight of making a straight line afloat with delicate precision - but I say this wistfully for success eluded me. Despite concentrated practice, my wrist obstinately flicked the rod water in dismal curls.

The trout, understandably found this lacked allure but were, to the well-placed nymphs of other members of the course. (At lunch-time I watched one of them eat his rainbow trout deliciously stuffed and succulently garnished with wife on the Cordou Bleu. Conkery course and tried hard not to mind.) However, this was the only shadow on an otherwise most enjoyable holiday and it does not represent any of the patient tuition of Sawyer and his son Tim. It is a five-day residential, this like the others at Marlborough, represented a value; first-class tuition, a comfortable accommodation, good a variety of evening entertain-

The arrangements are all or to bring your own or you can attend one, two or three of the weeks and take a combination of a meet a Californian lawyer & flown over to visit his He found his father happily nudging while his mother yoga and played tennis - a combination as that chosen daughter.

This is only one example of way these arrangements are possible for people of all occupations and nationalities meet each other and for families to have the opportunity of an holiday together without being thrown into a somewhat uneasy state of constant compromise. Younger children (up to 14) do their own activities arranged in three age groups. This gives a freedom that was much appreciated.

Variety and flexibility could be said to be the individual characteristics of the Marlborough summer school - if only these words were not somewhat reminiscent of the Ashley, the director would like to change the name - perhaps a "summer experience" - because this summer school is educational in the widest sense.

Nine hundred people this year have had the chance of enjoying the facilities of Marlborough itself has benefited from outside their immediate context. As others have found before, the summer school has been an experience I should like to repeat. I am already in anticipation of a delightful game of permuting the options - or perhaps I shall fly fishing another try.

## A YEAR IN BUDAPEST

By Frank Lipsius

When I got back in the middle of the summer, friends asked what it was really like to live for a year in Eastern Europe as though I had returned from some other time dimension. So I always started with a familiar litany just to put things in perspective:

- A Turkish Turkish bath for less than 20p and another 20p for a rubdown;
- Full-course meals with local (fruity) wine or (original Pilsner) beer for £1;
- A profusion of theatre, film and cabaret entertainment.

I also spent a couple of weekends-horseback riding on the Hungarian puszta, visited every socialist capital (except Moscow and Tirana) with a minimum of formality or vicissitudes, found that my pounds stretched a lot further than they do in London, and regretted that the whole of eastern Europe is an ignored and unappreciated travelling haven, especially when the natives are such accommodating hosts.

My home base was Budapest where the pleasures that turned friends green with envy were just a way of life. The city has almost a dozen spas fed with natural thermal waters. Each spa has its own character: two with turkish-bath byzantine darkness and stone-slab resting tables, another has belle-epoque prettiness with mosaics, cherubs on the ceiling and lion-faces drinking from fountains.

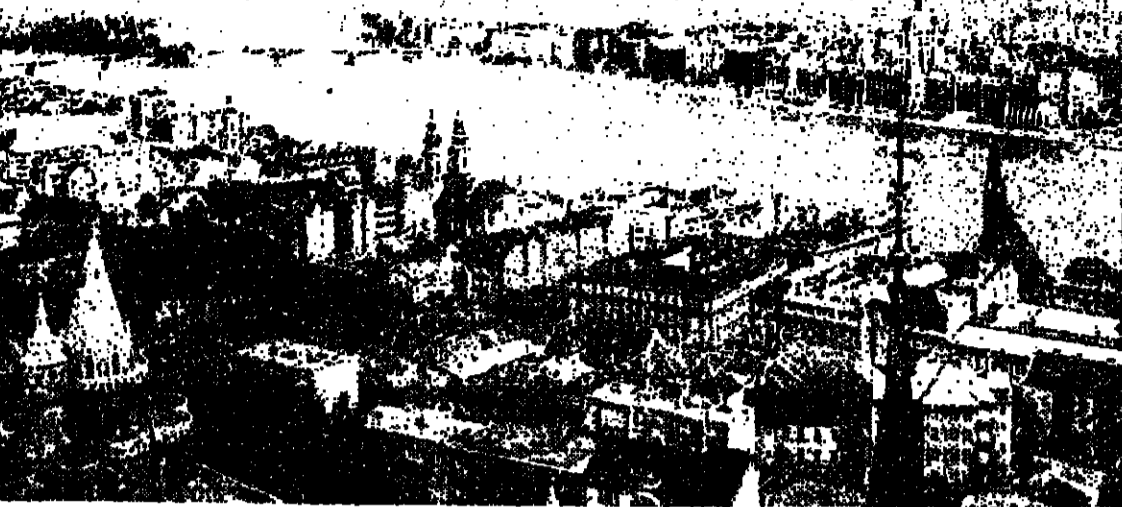
They all have a chatty atmosphere that resembles a pub more than a public bath; there are numerous pools of differing temperature, as well as steam rooms and long rows of beds to take a short nap before getting dressed and going home. Like the natives, I used to go three times a week, have a rubdown once a week and go for a swim, outdoors in winter, every day I felt courageous enough to go.

Living a whole year there, I found myself telling friends, only accounts the appeal of the city. Public transport is cheap at 3p a ride, but at 23p a month - the cost of a monthly pass - it is ridiculous. The food is good, but only with a lot of time and good advice can one find all the places to go. Once I found them, it was not always easy to go back, either.

Hungarians love their cars, love food and find the prospect of a good meal the perfect excuse for a two-hour ride in the country. And country eating lives up to the expectations the ride induces: Hungarians are good cooks, well known for their creamy sauces spiced with paprika. Out-of-the-way restaurants may specialise in anything from goose to venison and the specialities should definitely be sampled.

I also had to admit that I would have missed some aspects of Budapest life altogether had I not been resident there. For example, I probably would not have had any run-ins with porter who invariably lock the front gates of apartment houses at 11 o'clock sharp; after that you have to wake them up to get in or out.

New apartment houses have a different, but equally peculiar system. They require a key to operate the lift, and though that should be

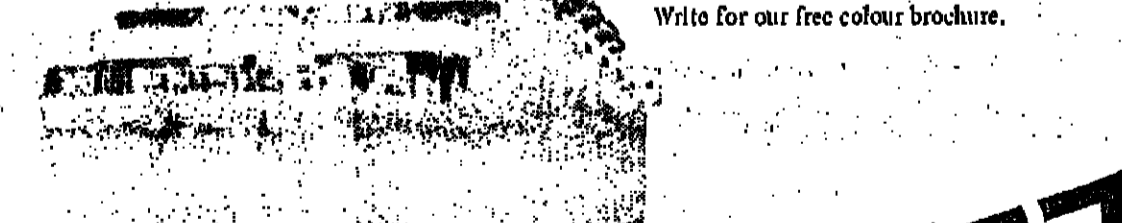


Buda, the western part of the Hungarian capital fills the foreground of this panoramic view. Across the Danube in Pest the Houses of Parliament dominate the northern bank.

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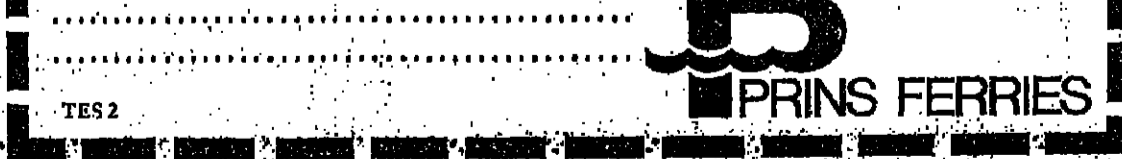
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## GARDENS OF DELIGHT

By Sally Festing

From high up where an arched belvedere frames the receding view, water slips between flights of steps in a central canal.

Below, lolling stone figures watch it tumbling into a basin between sprays of potted flowers. Rows of cypress flank either side, emphasising the vertical ascent, creating tension. In early summer the air is humid, almost gloomy. How everything grows in the garden of Villa Cicogna near Lago Lugano in Northern Italy is one of the rare ones to have preserved its sixteenth century character. Like many other Lombard villas it was first built as a retreat for nobles hunting wild boar in the hills and later the whole house and garden was transformed in the Renaissance style.

The house still resembles the old northern Italian and Tuscan type of villa, with its porticoed loggia leading to a rectangular sunken garden, elegant water-staircase and terraces, one to reach floor, though much of the layout has undoubtedly been inspired by the Roman Renaissance. It still belongs to the family who have owned it for the last 400 years.

The villas and gardens of Lombardy are less well known than those of the Veneto, Tuscan or the Roman Campagna, yet among them are some appealing houses which reflect the favour enjoyed by the Lombard aristocracy during nearly two centuries of Spanish rule. After 1525 an increasing number were built around the lakes to the north of Milan.

Not only are they valuable nuggets of history in Italian terms, but they were visited by John Evelyn, Kent and Burlington. Anyone who was anyone in the late seventeenth and early eighteenth centuries made the grand continental tour, bringing the grand continent back, bringing the grand continent back, bringing the grand continent back.

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At the base of Isola Bella's giant...

...where five stone bulwarked terraces traverse the side of wide central steps. It is a garden of sunlight and drama, wrapped round by green mountains and filled with the scent of lemon trees.

Then a little further afield, on the eastern bank of Lake Como (Olgiate, near Lecco) is a fine eighteenth-century garden at Villa Sommi Picenardi. Also little known, also privately owned, it is much more intimate. Its staircase is decorated in coloured mosaic and its grotto stuck with shells. Stone garlands hang from the balustrades and miniature sea horses prance in a central fountain.

The palm-spotted shores of Lake Maggiore, north of the city of Intra, are a garden country. White water buses regularly zig-zag up its width, stopping at larger towns and at the Borromeo islands, Madre Bona, Isola Bella, and Isola Comina.

Not far away, though rather isolated and relatively unknown is the town of Bazzolo, near Casale Monferrato, where...

Dorrucci's vast pleasure gallery rises like a giant ship or a wedding cake on deep blue schist. At busy times the guides hustle tourists about in groups but it is possible to make one's own way round the first instead of last, should it be not easy to find the exit.

From a centre such as Desenzano on the balmy shores of Lake Garda you can dip down into the garden of the Veneto, which, though they share a long and complicated history, have a well established local style and country life in this area. Soon after he built his little house at Arqua, the Burgundian Hill district was taken by Venice and under the aegis of the great world power, it flourished through a long period of peace and prosperity.

By the middle of the sixteenth century villa building had become a passion with the Venetian patricians. Simple country villas of the ever grander style, stretching almost from end to end of the Brenta canal. Their owners were affluent and practical, and as good farmers on level sites that were not conducive to the evolution of Tuscan, like Donna Della Rose (at Val Sanzibio) that streaks through a valley in the fashion of an Italian Versailles, they were dependent upon vistas, sweeping avenues and shady walks. When the villa was built the main means of transport would have been by boat so today's visitor must backtrack in order to reap the full effect.

The only comprehensive account of Italian gardens, Giorgio Masson's book now in paperback (Thomas and Hudson) repays thorough perusal. It does not miss times of opening and this is always been a problem, but things are improving as Italy realizes her gardens are a tourist attraction, and a number of them, including the world's oldest botanical garden at Padua and the famous twentieth-century gardens at Villa Taranto at Lake Maggiore, belong to the state and some of the privately owned gardens such as Cicogna open during parts of the year.

Admission to many more can be obtained by writing to the owners who often very graciously receive a bus load of visitors from the young but thriving Garden History Society.

## ARCHWAY IN THE ARCTIC

By Bob Willey

The lure of North Cape, Europe's most northerly point, was the seed from which grew Archway School's first foreign expedition. Our aim was to study a village and farms in the Lapp region of Arctic Norway.

Miraculously the planning of the expedition was fairly straightforward. We learnt from a YES Travel Extra of the existence of the Young Explorers' Trust and, with their official approval, all but five of our letters for help met with a positive response.

In this way with our own dances, car washing, Derby draw and Gilbert and Sullivan evening it took six months to raise the outstanding £1,250 in cash and goods to fund our expedition of 100 a head already safely in the school bank. Without any doubt the support and advice of the Trust was

of the greatest help right from the start.

Travelling northwards through Sweden and Finland our journey



An elderly Lapp takes his ease after church.

To our amazement the reluctant creature was then dragged to the forefront of our gathering. The more squeamish among us, thinking that we were about to witness a sacrificial offering, discreetly disappeared to the back of the crowd. Much to our relief, however, the bewildered goat was presented to us, together with generously heaped bowls of home-grown rice, peppers, and a local vegetable known as garden eggs—a measure of their generosity if one considers the astronomical price of such food in Ghana.

We did not, however, consume the entire goat as the chief invited himself to dinner, bringing with him his six wives and the village elders. The meal did not start with grapefruit and finish with coffee but was plain goat stew and rice, eaten with the fingers as most of us had relinquished our plastic spoons to ensure that our guests felt at ease.

We did not spend all our time dining with honourable people as much hard work had to be done. Each morning we would help with the building of the school, manually transporting earth from one end of the site to the other. After a few days we were most surprised to find that we were able to balance in the true Ghanaian style a bowl of earth on our heads whilst walking. With the added attraction of the BBC camera, the number of the village workforce visibly swelled.

Never was there such a happy band of workers. No one got bored as the villagers sang and danced, without inhibition, and their enthusiasm was catching. During the afternoon the villagers tended their crops but they were never too busy to stop and talk to us when we wandered through the village, usually escorted by enthusiastic guides.

Invariably they invited us into their homes (usually mud huts with either straw or corrugated iron roofs) to sample their cooking or

was notable only for diminishing darkness and increasing numbers of voracious insects. In Kautokeino, our first true Lapp settlement, these insects changed from nuisance to nightmare as we hurried to pitch our tents amid the driving hail of buzzing, biting black flies and mosquitoes.

More and more insect repellent was applied to exposed bleeding and bitten skin. An uncomfortable lunch ended with an orange and in the depths of our misery it was somehow discovered that orange peel, when rubbed on the skin, served as a more potent repellent. This was some relief, but more followed when cleaners at the local Lapp boarding school offered to put us up in the gymnasium for the whole of our four-day stay.

The village, a scattered settlement of wooden houses, was almost empty as most of the local population had gone to the reindeer summer grazing lands on the coast, and the Lapps we saw were all elderly. Against the monotonous arrangements were interesting traditional costumes gave a welcome splash of colour, their bonnets, blue tunics and dresses heavily decorated on the collars, shoulders and hems with wide bands of red braiding. Their belts studded with discs and blocks of solid gold.

It was difficult to make contact with these notoriously shy people, but a borrowed Vidovover quickly broke the ice with two women who were scraping reindeer skins. Invited by the boys to see themselves on the tiny replay screen they approached cautiously but were soon sitting in the mini-bus helpless with laughter.

Next stop was Alta, a thriving coastal town, and here during a week long stay the farm studies were completed. Two hundred miles north of the Arctic Circle it was interesting to find that the dyke effects of the Gulf stream enabled dairy farming to prosper and the information gathered here contrasted strongly with what we were learning of the Lapps.

Our main conclusion was that the Lapps are no longer nomads, as is still popularly believed, but practice a type of semi-nomadism. We

had already seen their winter homes in Kautokeino and outside Alta we found a summer settlement of wooden huts and traditional tents. Here, too, were children who invited us into the family tent after a delicious meal of whole steaks, a tasty change from our usual diet of dehydrated food and soya granules.

Now at last we turned for home, our route taking us down the infamous Arctic Highway towards Bergen. Although nothing was planned, this part of the trip was not an anti-climax. A grant of petrol from Esso Norway enabled us to turn off our route and visit the spectacular Lofoten Islands, and on returning to the mainland we were invited to go ice climbing on the Svartisen glacier outside Mo-I-Rana.

Coupled with the increasingly beautiful fjord scenery and still almost perfect weather, our interest was held right to the end and it was a very happy, though tired, group that returned to Stroud after 5,000 exciting miles.



The party, looking somewhat chilly, prepare for Svartisen.

## SOMERSET GOES TO GHANA 3

Village in the bush. By Annabel Thomas a 16 year-old member of the Somerset expedition

For more than two weeks 25 Somerset sixth formers, including me, had been initiated in the way of life of our Ghanaian host families, on a programme arranged by the Experiment in International Living.

So, as not to get an unbalanced picture of Ghanaian society we then left the towns behind and travelled to more remote regions. At this point the group split up for a time. While most of us made for Kangbui, a Muslim village in the remote bush area of South-West Ghana, 11 of the expeditioners had the opportunity of trekking round the beautiful lake Bosumtwi in Northern Ghana.

At the end of a tiring day, during which they offer negotiated difficult country, the attention they receive on entering a village for the night was overpowering. But, once the novelty of such a strange influx had worn off, the villagers were eager to show their hospitality by offering the use of their charcoal stoves and cooking pots.

The group usually slept on the hard floors of the local village church or school, but not before getting permission from the village chief. Several Ghanaian students were taking part in the 50-day trek as part of their Ghana Home States Award, while for many of the Somerset expeditioners the completion of the trek was another step towards their Duke of Edinburgh's Award.

The practical help and advice given by the Duke of Edinburgh's Award Scheme in organizing this all-into took part. At the end of their five-day trek, the rest of us, who, in the meantime, had been helping with the village community work project.



Reg Gilbert, leader of the Somerset Expedition cannot match the ease and grace with which the Ghanaian women carry bowls of earth on their heads.

Kangbui, as far as Ghanaian development schemes were concerned, was termed a "problem" village. The chief spoke in the traditions of the past, understandingly resenting change but having a respect for the pilgrimages to great shrines. He commanded the villagers and it was hoped that our presence might, in some small way, help him to contemplate new ideas.

The preparations for the expedition had made before our arrival demonstrated their warm feelings towards us. The small village school, where we were to set up a junior school, was scrupulously cleaned, and the village was in a state of readiness when we came to living on a

to ensure privacy they had gone to the trouble of anchoring the with intricately woven jennins, complete with an ingenious sliding door made from palm leaves.

Our first priority on arrival was to go and pay our respects to the chief. The meeting with him, held in the centre of the village took place early in the morning of our first day and appeared to have been attended by the entire village. The elderly chief, a striking figure in his white robes, welcomed us very warmly by means of an interpreter, but during his speech his attention was diverted by a pair of white goats, strutting at the end of a



The Muslim chief of a remote village in western Ghana breaks with tradition and accepts a woman at his table. Annabel Thomas is on the left.

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سوليا مادلين

Continued on opposite page

# HARD WORK AND A LOT OF FUN

By Adam Bailey



National Conservation Corps volunteers armed with fence posts to construct guard rails on a viewpoint at Glen Righ, in the Highlands.

This summer more than 7,000 young people will take part in workcamps throughout Britain. They will be doing everything from landscaping on the Isle of Wight to helping in a mental hospital in Belfast; from running a playscheme in Birmingham to construction work in rural Scotland.

Besides doing useful work, most of them will value the experience of living and working in a group in unfamiliar surroundings, and will probably have a lot of fun as well.

All workcamps require participants to do a certain amount of work and to live as groups. Most camps last for one, two or three weeks and are open to anyone over 18 (sometimes the minimum age is 16 or 17). Beyond that it is difficult to generalize. The nature and purpose of the work, the skills required, the degree of responsibility involved, the accommodation, the cost and the hours of work vary tremendously.

Some camps would make a good alternative to a holiday; others would be more likely to make you need a holiday. Anyone applying to take part in a camp would be well

advised to read carefully all the information provided.

Can this type of voluntary work be justified as a time when Britain has over a million people unemployed? Obviously each case needs to be considered on its merits, but on most camps the work could not be done in any other way. Most organizers try to find local volunteers before they consider holding a workcamp. They could not afford to pay normal rates for labour, and even if they could, the jobs they could provide would only be very temporary.

Many workcamps are run on a purely local basis, but a number of organizations coordinate and advertise large numbers of camps throughout Britain. These organizations publish lists of summer camps in the preceding winter or spring, and volunteers wanting to make sure of a place on a particular camp should apply as early as possible. Some camps are filled two or three months before they take place. On the other hand, it is always worth inquiring whether there are vacancies a week or two before a camp starts.

The most common type of work is

nature conservation. The National Conservation Corps runs about 150 camps in all parts of Britain, and the National Trust, under the name Acorn Camps, runs about 80 camps on its own properties. The work is often in and about on canals, building paths, fences or stone walls, stabilizing sand dunes, clearing ponds, laying hedges and many others.

Wherever possible the work is constructive; volunteers are not asked to do work which could be done better by machines. As on all camps the work is this main objective, but these camps also provide a healthy form of recreation, and are an opportunity to learn about nature conservation and perhaps also to acquire certain manual skills.

Most of the camps run by the other main organizations involve voluntary service (IVS) and TocF each run about 50 camps, many of which are holiday projects for deprived children. Some camps take children on holiday, but in either case a good deal of responsibility may fall on individual volunteers.

IVS also hold camps involving work with the mentally handicapped, and a few camps combining manual work with study on some social or political topic. Smaller numbers of camps of these kinds are run by the Friends Service Council (FSC), the Christian Movement for Peace (CMP), and the National Society for Mentally Handicapped Children.

Although workcamps are open to people from all walks of life, in practice a high proportion of the participants are students. This is mainly because students have long vacations and little money to spend on conventional holidays. Apart from that, workcamps may provide students with an opportunity to educate themselves in ways which are largely neglected by higher education institutions.

On the more socially orientated camps students experience some of the problems of society at first hand and meet people affected by those problems. They work in a cooperative environment, they acquire skills in social work and organization, and they exchange ideas and experiences with people from different backgrounds.

On most of the camps run by IVS, FSC and CMP at least half the volunteers come from abroad. It is a stated aim of these organizations to promote international understanding through their workcamps. However, as far as the countries of Western Europe are concerned, it can be questioned whether this aim still has the validity it had in the immediate postwar years. On the other hand, there is an increasing tendency to involve volunteers from more distant countries.

There are also many opportunities for British volunteers to take part in camps in other countries. IVS and CMP are international organizations having many national branches and other contacts. These organizations advertise a wide range of camps in most of the countries of Western Europe, and also camps in North America, Eastern Europe, North Africa and the Middle East.



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Further details and addresses may be found in "The Voluntary Service Opportunities Register," National Youth Bureau, 17/23 Albion Street, Leicester LE7 6GD. (16p, s.a.e.)

A brief historical survey of women's education, including a look at the Hadley Report 1927 and the recommendations in HMI's Report Curricular Differences for Boys and Girls—Education Survey 21 (DES 1975).

A consideration of the ways in which people differ, masculinity and femininity being only one of these ways. Personality and motivational variables were looked at, as well as the development of gender identity and role concepts.

The prevalence of stereotyped roles for both sexes, obvious and assumed, in reading schemes. The adolescent demarcation of taste in literature; the images of women in

literature (particularly drama and literature suitable for adolescent classes); apparent lack of female authors.

How sex roles and attitudes are learned within the family. The influence of different child-rearing patterns. The female role as perceived by different cultures and sub-cultures, past and present. Formative influences of the mass media. School organization and career advice. We hoped that discussion would focus on how teachers are affected by the constraints of textbooks and curriculum organization; how we could maximize or minimize sex prejudices instilled in our children; and how by timetabling and choice of subjects; whether there could be any practical developments from the course.

On the first night two extra people turned up. We now had a male student and two male lecturers. This we considered important, as sex stereotyping obviously affects both sexes.

Despite the small number of students, they soon organized themselves into three groups: three to four totally committed to a feminist viewpoint, who became rather impatient with us, and rather discouraged by the course; two who had really, it transpired, come to hear about reading schemes, who did not believe sexism existed in schools; and the majority, who were sympathetic to a feminist perspective, but had come to find out more on the subject.

One of the most fruitful discussions came when we learnt that sex difference is a growing research area, that differences are probably different from those we had expected. We agreed that this area of study should be prominent in any biology course in secondary school. In discussions on the curriculum, the teachers were unanimous in feeling that some sort of compulsory sex necessary within the school framework if we were to hope to

### The war game

Terry Deary

General George Armstrong Custer once had 12 soldiers in his regiment shot for desertion—and 13-year-old Sally is delighted.

She is playing the part of Custer in a drama project based on the battle at the Little Big Horn, and a fact like that will surely help her determination to have Colin (who plays the deserter), executed the next time the trial scene is acted out.

Colin has, of course, a defence counsel and witnesses to help him, so Sally must convince the jury not only of his guilt but of the need for capital punishment as the appropriate sentence. In this way the practical and philosophical aspects of desertion are dissected and debated by the pupils at their own level through role playing.

This is just one topic in the 70-minute project being produced at Kirkley High School, a 13 to 18-year-old comprehensive in Lowestoft. Other themes which the young actors examine include the economics of armaments manufacture, the tactics and fighting methods employed at the Little Big Horn, the morals (and the morals) of the combatants, and the emotional impact of war on the wives and families of the soldiers and braves.

This type of drama production is not in itself unusual for a comprehensive high school, but the Kirkley project differs from straightforward drama-documentary theatre in some important respects.

The central concept of the production is a recreation of the 1876

### TALKBACK

battle using simplified "war-gaming" rules: the firing power of the combatants being decided by the throw of a giant dice. But it is the audience who make the tactical decisions and, therefore, to a large extent determine the outcome of the contest. "The War Game" is in fact participatory theatre-in-education, performed by senior pupils for middle school children.

The project is true TIE, for the important decisions are made by the participating younger pupils—not just the "critical" decisions related to the Little Big Horn battle, but decisions on the more abstract concepts of war which underlie the action. The audience becomes the jury in the case of the deserter, and are responsible for determining the punishment as well as the guilt of the accused.

A handbook of carefully structured follow-up work is offered to the middle school teacher, to suggest the links in related topics which can develop from involvement in "The War Game". History sources, war poetry, folk music, art and drama ideas are offered as a springboard for class teachers to create their own schemes appropriate to the age and ability of their children, which the actors themselves are knowledgeable enough to discuss.

It is obvious that the educational value of this type of drama work is not limited to the subject of desertion. The project differs from straightforward drama-documentary theatre in some important respects.

The middle school participants, at the same time, are benefiting from

a visit by a TIE company with whom they can readily identify—they are learning from the facts presented to them, exploring and exchanging ideas of social significance and being stimulated to further reading and research of their own.

Kirkley High School's "War Game" is starting its tour in its local feeder middle schools; this has the benefit of reinforcing links which already exist between them. The middle school children can take part in an educational project alongside their seniors and, hopefully, gain more of an insight than they would from the objective observation which the routine visit to the high school usually gives.

Later in the term, during the school's activities week, the team of 20 will bear the school bus and set off on a tour of Suffolk and Cambridge middle schools. Such a period of intensive work ought to reward the group into an efficient and tight-knit unit. At present one teacher is supplementing the cast in the role of narrator, but as the cast becomes more experienced staff help should be unnecessary.

Incidentally, General Custer once deserted his post and took with him a complete cavalry escort—his only excuse was that he was worried about Mrs Custer when he heard that she had fallen ill at a heavy garden party. He was given one year's suspension from duty. Colin will be relieved to hear that.

Terry Deary teaches English at Kirkley High School, Lowestoft. He is the author of "Teaching Through Theatre".

### Sexism in the classroom

Moira Monteith

Our in-service course was different from any we had organized before, and we debated the title for some time: "Discrimination in Education: Sexism in the Classroom."

Were we to aim at enrolling as many people as possible, or should we convey as honestly as we could exactly what we intended to discuss, and risk discouraging potential students? We had to have at least 12 students for it to take place, so we could not afford to be too picky.

In the event there were 12 applications, but it was not until nearly the last day that we knew the course would run. We decided to run it on a workshop basis, since we assumed we should be learning from the teachers about their school, their attitudes and those of their colleagues, and about material they were using, just as much as we would be putting information in their way.

The five sessions were as follows:

A brief historical survey of women's education, including a look at the Hadley Report 1927 and the recommendations in HMI's Report Curricular Differences for Boys and Girls—Education Survey 21 (DES 1975).

A consideration of the ways in which people differ, masculinity and femininity being only one of these ways. Personality and motivational variables were looked at, as well as the development of gender identity and role concepts.

The prevalence of stereotyped roles for both sexes, obvious and assumed, in reading schemes. The adolescent demarcation of taste in literature; the images of women in

literature (particularly drama and literature suitable for adolescent classes); apparent lack of female authors.

How sex roles and attitudes are learned within the family. The influence of different child-rearing patterns. The female role as perceived by different cultures and sub-cultures, past and present. Formative influences of the mass media. School organization and career advice. We hoped that discussion would focus on how teachers are affected by the constraints of textbooks and curriculum organization; how we could maximize or minimize sex prejudices instilled in our children; and how by timetabling and choice of subjects; whether there could be any practical developments from the course.

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Despite the small number of students, they soon organized themselves into three groups: three to four totally committed to a feminist viewpoint, who became rather impatient with us, and rather discouraged by the course; two who had really, it transpired, come to hear about reading schemes, who did not believe sexism existed in schools; and the majority, who were sympathetic to a feminist perspective, but had come to find out more on the subject.

One of the most fruitful discussions came when we learnt that sex difference is a growing research area, that differences are probably different from those we had expected. We agreed that this area of study should be prominent in any biology course in secondary school. In discussions on the curriculum, the teachers were unanimous in feeling that some sort of compulsory sex necessary within the school framework if we were to hope to

do anything towards equalizing opportunities. The First School teachers felt that often a supposedly child-centred education permitted sex prejudices instilled in our children did not develop skills and aptitudes which they manifestly had.

Secondary teachers felt that girls should be helped considerably better in maths and science, rather as boys are in the area of literacy—and certainly should not be permitted to drop either subject before they are 16.

Booklists were offered for each session, and several teachers became members of the polytechnic library, so that they could read freely in the subject. Finally, they were asked to fill out a questionnaire on why they had come on such a course, what they had gained from it, staffroom reaction to the idea, and so on.

Everyone admitted to hearing some unguarded remarks during the course: "I don't know why you're wasting your time going on that," "It won't bring you any promotion," "The L.O.A. should not be wasting money employing lecturers if they are going to put on courses like that."

Most of us felt we had profited tremendously from discussing the subject and exchanging experiences. Shirley Williams has pledged her support for in-service courses. Why can we have groups of lecturers giving in-service courses directly in schools and sponsored openly by L.O.A.s?

We hope to move in this direction with a pilot scheme next year. Not only would such action help to implement the Sex Discrimination Act, it would also stimulate all of us to rethink our aims and objectives in teaching.

Moira Monteith is senior lecturer in English, Sheffield City Polytechnic.

### Staff development

Tony Johnson

In the six years that Thornbury Castle School has been organizing its own in-service training, a system of staff development has evolved covering far more than the occasional staff conference.

It is a system which provides for the continuing development of the school, but based on the premise that there will be no development of the curriculum, the organization, the pastoral care, or whatever, without a basis of training and development of the staff. Four major ideas introduced in 1971 as part of comprehensive reorganization have become integral parts of the school.

Staff conferences, which are really the school's own in-service training courses, have frequently been held during the past six years as a means of stimulating and educating all teaching staff. School-based in-service training of this kind, because of its success, was then extended to provide courses for senior staff and courses for subject teachers.

A monthly series of two-hour seminars for senior staff and heads of faculties, led by a visiting teacher and followed up by intensive discussion, has included topics such as "Language across the Curriculum", "Assessment and Evaluation", "The Role of the Faculty Head" and "The Gifted Child".

Then in the post-exam period of the summer term the opportunity was taken to extract in succession whole subject teams from the timetable for two-day faculty-based in-service courses appropriate to their own needs.

To maintain the momentum of the first staff conference, working parties were established to filter the ideas which had been generated and to make recommendations on those felt worthy of implementation.

Working parties, currently covering "curriculum", "organization", "links and social professional development of staff", which have been convened annually, and elect their own convenor. In holding weekly discussions, visiting other schools, consulting with other staff, and generally "doing their homework" before making

recommendations to the head, their members are involved in a learning process and in staff participation in a way which steadily furthers their own individual professional development.

The deliberations of the working parties directly affect the development of the school in providing continual reviews of the school's practices and a vehicle for recommending improvements and innovations. As a tool in furthering the training and development of the staff they are, however, of even greater importance.

Two other key components of this system of staff development were established as a result of the initial staff conference and working parties in 1971—namely, the faculty system and the resource centre. Subjects have been grouped together in faculty areas which provide for cooperative teams of staff working together in timetable blocks.

These blocks are flexible and enable a wide range of curriculum development and organization to take place. Load sessions, team teaching, team preparation, mixed ability or streaming, integrated study or separate subjects are all possible. A diverse team of staff will help, support, and learn from each other. Faculty meetings for problem solving can be built into the timetable. Discussion and debate are generated. Professional development ensues.

The resource centre is noteworthy as a collection centre and reprographic centre, but also in its role in both curriculum development and staff development. The resource centre encourages and makes possible new approaches.

Staff are often seconded to it for part of their timetable and, being in the midst of it, will learn from it. Facilities are provided on request in the use of CCTV, visual aids, the production of worksheets and tapes for individual inquiry.

Purely external courses do not fully cater for internal staff development. The conferences and courses, the working parties, faculty groupings and resource centre together enable this. School has, therefore, evolved strategies for the professional development of staff, which have become an integral part of school life.

Tony Johnson is deputy head, Crosscreech School, Clunbrian, Gloucester.

### The power of random thinking

Mervyn Benford

During 1972 I was studying the Open University's programme in growth and learning courses. Of all the psychological factors presented, there was one that was especially intriguing: the contrasting behaviour of impulsivity and reflectivity.

Whereas other behaviour may be less readily recognized, the random nature of the rational child is as much obvious. I had always felt that by their spontaneity children of primary age learned naturally to the impulsive end of things, the more so the younger they were.

About this time the game "Mastermind" had been launched. To me, a chess player, it had an instant appeal in its demand for rational analysis. By logical deduction, by logical colours and arrangements would be eliminated and success achieved.

It seemed an ideal addition to the array of games I wished to build up in my school as an aid to intellectual development, since I had observed that children known to me as good games players in games involving strategy tended to find mathematics less taxing.

The more I thought about it, however, the more I felt sorry for children such as James and Nigel, recognizably able in their own way, but whose impulsivity and not at all suited to the patient step-by-step analysis and deduction seemingly required by "Mastermind".

We were having a winter of wet dinner-times, and since the game was so popular I organized a championship for older children. I listed them by my own assessment, first into basic ability and second, as either impulsive or reflective. I predicted that the more analytical

mind would have a distinct advantage.

After a dozen or so matches the results showed James and Nigel at the top, hotly pursued by Rosalind, David and several others but of similar intellectual ilk. Allowing for the narrow difference, in points between them to be but a marginal consideration, it was clear that in this league the children at the top were there by conventionally recognized academic ability. Irrespective of what strategy they employed.

An immediate reaction might be that any decline based on these opposing psychological dimensions were made void. The truth hidden in the results is that these children succeeded in problem-solving where they were allowed to work their own way.

Despite at times wishing to scream at Nigel for his hopeless irrationality of some of his moves, given the information fed to him, the feeling of exasperation teachers and parents often get when children won't do it our way, so that we end up doing it for them, and are then amazed they don't remember the next time I had refrained for fear of humiliating my research.

Age and other factors that affect children's spontaneity, my grouping of them in my lists, the elements of luck inherent in the first "blind" plunge, the natural restlessness that blunts patience—all these would have affected the results. But I was convinced of the general trend, and it echoed what Open University researchers had found:

Moreover it had the support of common sense. It explained the failures, of so many apparently able young people, in school work which confines them to rational exposition and the requirement to work with logic.

Mervyn Benford is head of Lawkirk School, Oxfordshire.

# Making music fun

by Gillian Thomas

"Slap your knees, click your fingers, hands high above your head and smile. Music should be fun."

A lecture by Avril Dankworth is a memorable experience. In a matter of minutes she has got her audience letting their hair down and joining in, eagerly responding to the pulse of the music. She imparts her inspiration equally successfully to everyone, from small children to teenagers, teachers and even confessedly unmusical adults.

Sister of jazz musician John, she is a freelance musical all-rounder—teacher, lecturer, adjudicator, conductor and consultant working mostly in the field of music education. One moment she is taking a music class at a school, trying out new ways of awakening the children's interest in sound of all kinds; the next she is running a festival or a refresher course for music teachers, perhaps abroad (she has lectured in music for the Service Children's Education Authority for three years).

Her own particular instrument is the piano: she holds teacher's, performer's and fellowship diplomas and is a graduate of Trinity College of Music.

"Music is life for me. When you enjoy something so much, you want to transmit the feeling to others," she explains. "So I'm happy to devote myself to it, even if it means travelling more than 20,000 miles a year by car and spending about two-thirds of my working time away from home."

"Home" is a country cottage, converted from a parish hall overlooking the Mentmore Estate in Hertfordshire. Avril married trombonist Les Caraw in 1971, and they moved there from London when he retired three years ago. He now acts as secretary, chauffeur and gardener. He points out that as she loves her work and he did not, the set up is ideal.

Avril Dankworth decided to leave her job as full-time music lecturer at colleges in the London University Institute of Education in 1963 to go freelance. "I had decided to see if I could make a go of it on my own for a year. I have been busy ever since, with bookings often stretching two-years ahead though with the financial cuts many authorities cannot afford to plan so far in advance at the moment. I also run my own courses for teachers."

"My real aim is to help everyone—children, teachers, parents—develop their musical ability—even those who regard themselves as totally unmusical. Music-making does not only consist of learning to play an instrument or being able to sing. It is also the spontaneous response to natural rhythm in the form of active participation."

For this reason, she stresses that music can be introduced very successfully to children from an early age—indeed the earlier the better, although her work embraces many different age groups.

She is frequently asked to organize and direct seminars for the Pre-school Playgroups Association. "In many ways you can do more



Avril Dankworth in session: "Music is life for me. When you enjoy something so much, you want to transmit the feeling to others."

in the music line with little children than in art and crafts. For instance, while 3 to 4-year olds have not developed enough coordination to perform anything which demands finger dexterity, they usually respond to music and inhibited way through movement, percussion and generally playing with sounds.

"Consider the completely intuitive way in which a baby enjoys thumping his feet on the ground, shaking a rattle and making gurgling noises. It is very simple to devise all kinds of non-pitch instruments—shakers from tins containing rice, clappers from cardboard boxes or shells, gongs from a suspended tin lid or flower pot."

It was a belief in the universality of music—and her conviction that everyone can enjoy it—that turned her away from more formal teaching. She is convinced that musicians themselves are their own worst enemies, because they make the subject so specialized and dandy serious.

Music students often concern themselves exclusively during their training with the traditional side. Consequently they do not look into the matter of presenting it to others—a great disadvantage if they intend to teach. She goes on: "They perpetuate the formal conception of music as a rare, esoteric gift,

only to be pursued by the gifted and enjoyed by the chosen few. This is probably why playground leaders and class teachers react so open mind on the subject and are prepared to have a go.

"Music can in fact be linked with almost every aspect of the curriculum—language, science, geography, history. The point is to get the children to use sounds in an absolute way, as the avant-garde musicians do, creating a kind of 'sound collage'."

She believes music making should be the same whatever the age of the participants. She uses rhythm as the stepping-off point, produced either with the body itself or with percussion instruments. Hands, feet and mouth noises are readily available effects, and simple non-pitch instruments (even the contents of a pocket or handbag, like keys, coins or a comb) can provide an instant, improvised backing to any music, live or recorded.

She incorporates as much movement as possible, suiting the material to the group—nursery rhymes for toddlers, folk for teenagers. In this way a freely created musical happening takes place, with no one restricted by the fear of being wrong. This kind of initial participation, she maintains, is the

foundation of all other developments, including notation, learning an instrument and to compose.

The highlights of Avril Dankworth's work are always her National Children's Music Camps; she has organized 15 during the summer holidays since 1970. This year there are three, each a week long; the first for 11, 17s, the other two for 8 to 12-year-olds.

She first got the idea during a visit to an international youth music festival in France in 1965. They are held in the grounds of her brother's old rectory in Waverdon, Leicestershire. Seventy children attend each camp while the tutors and organizers spend their time to tutoring and organizing. Everyone camps under canvas and all activities are in the open air, weather permitting.

Each camp produces lively music made and ends with a musical production put on by the children in the small theatre covey from the rectory stables. There is still a lot of similar on a national scale, and Avril Dankworth runs the operation as a private venture.

"It is a battle to keep the fees down about £20 a week, especially when food prices are rocketing. We just about break even. I should be loath to charge much more, but the whole point is to give children in every kind of background the opportunity to make music for a week."

"We accept all degrees of instrumental ability, including complete beginners of every kind of instrument. One camper comes regularly, always arrives laden with cello, trombone, guitar and three slat recorders. There is also a lot of slat dancing, art and craft, quite open to swimming and sport."

Having a famous brother in the music business has advantages when Miss Dankworth launched out as a freelance. People were intrigued to know if they were related, she says: "After five minutes I find out on my own." Success has stemmed from "vibrant personality, and an inspired idea of getting her audience to join in."

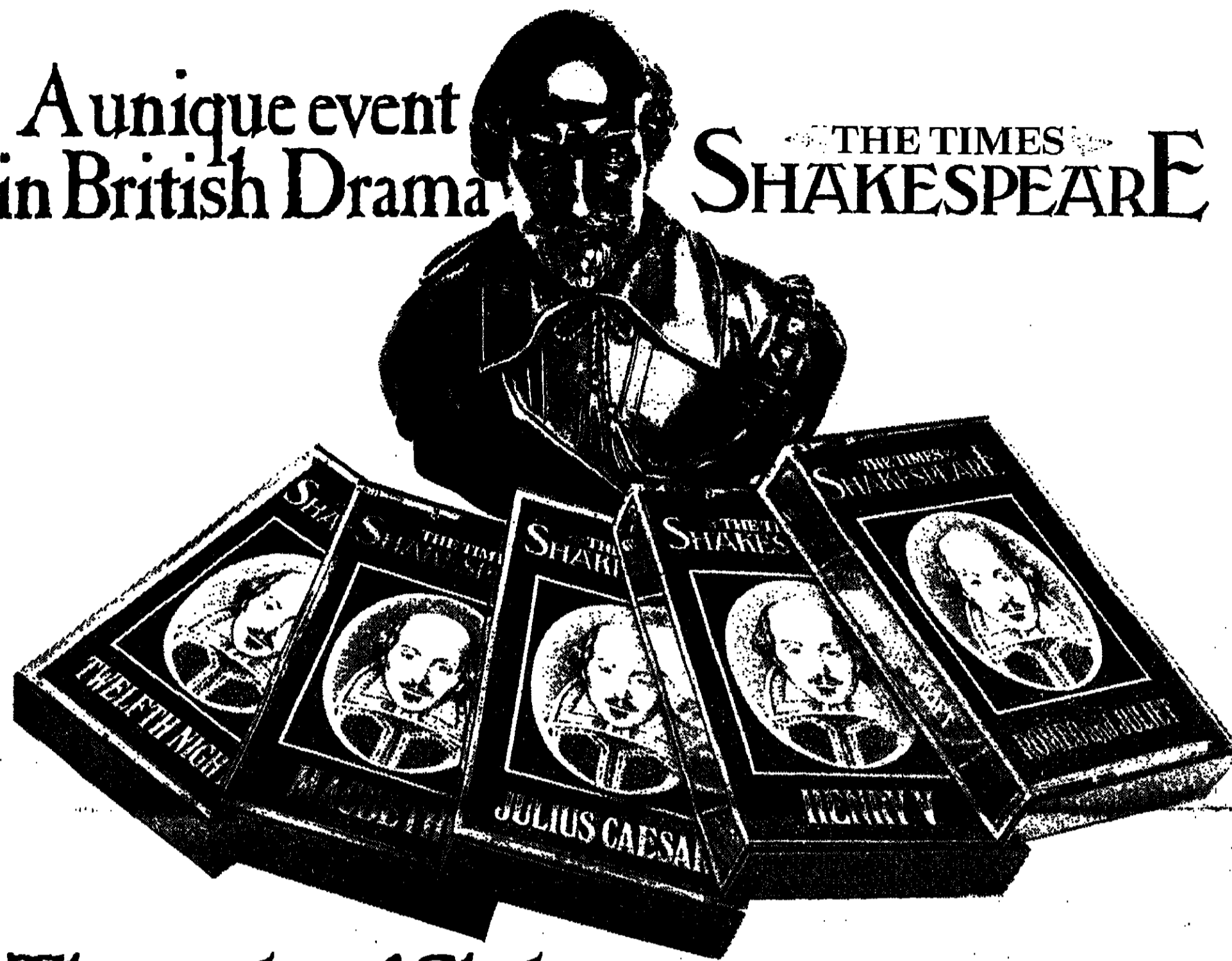
Her career family is musical—her mother trained three choirs till she retired in 1948 her aunt was a brass-player, and her uncle a semi-professional pianist. Music was an integral part of childhood, though only being back has she realized just how much this must have been.

Had she herself turned to the concert hall instead of to teaching, it would have been an accompanist. Solo-playing did not appeal to her, as she has always felt the need to work closely with others. During spells at home she enjoys playing the piano both as a soloist and accompanist to her husband's trombone playing. Together they recently presented a recital in aid of their village hall fund.

"I make a point of keeping in close contact with children of all ages", she says, "so I can see for myself how any new ideas work out in practice. This is very important to me—and it is also a lot of fun."

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# Nothing for anyone?

Phyllis Zagano on American college admissions

It is almost as easy these days to get into a North American college, or university as it is to get into the American Army. The post-Vietnam university has turned into the wartime armed forces, taking in just about anyone who applies.

What everyone knows and few will admit is that year by year more and more colleges and universities in the United States become refuges for the walking wounded, as well as straggling jokes in the academic community. Where we were once promised two chickens in every pot, we now have two baccalaureate degrees in every house. Or almost.

You have to get out of North America to put its Topsy-like educational system into perspective. On a recent visit to Ireland, I chanced to visit the English department at University College, Cork. "How can you tell" one of the professors there asked me, "which schools are good and which are not?" Since there are nearly 3,000 colleges and universities in the United States, his question was well taken.

The answer is simple. You cannot. There are, of course, a few schools which have national, or even worldwide, reputations. But

the rest are just the rest. And the rest keep churning out brand new baccalaureate degrees at a painfully fast pace.

The problem is mostly money. The part of the problem which is not concerned with schools are refusing to read the one-way students in North America that we did a few years ago. They refuse to believe that there is anything of owning up that they have practically overbuilt themselves into oblivion, the different markets—and market is the correct word. The hard sell is in. While college admissions officers still have as their primary goal the recruitment of as many qualified students as possible, "qualified" has begun to take on a strangely different quality.

As College Entrance Examination Board scores continue to drop, there are fewer and fewer students to meet the old standards. So the faculty each year meet increasingly less well prepared students. As the level of students drops the courses must of necessity be content goes, it does not take long for word to get out, and the value of a degree from that institution is lost.

The thoughtful, or perhaps the word is moral, admissions counsellor is stuck in the middle. He or she must try not to choose freshmen class, and not filling quotas because of an adherence to standards. One admissions director told of the frustration he knew when, after agonizing over the application profile of an astoundingly average student, he was very much inclined to reject the application.

But before the decision had been made the admissions director learned that the student had already been accepted at an equally prestigious institution. The director was left to ponder whether his standards and today's market were out of line in

and to fewer students, which increases the inter-collegiate competition. I was accused recently, by the guidance counsellor at a North American school in Italy, of being insensitive to the needs of the average or below average student, of not understanding that the lesser quality schools provide a very real benefit to the students who attend them. But I do understand the purpose of this sort of college. What is really happening is that there is a consistently growing number of lesser quality schools, as the admissions game plays itself out. More and more schools are being financially required to make things a little easier for their students, if only to stay in business.

The result is that the value of the college degree is more and more often questioned, on both sides of the Atlantic. This could have a good effect; if employers are forced to take a closer look at individual accomplishments rather than count degrees when considering job applications. But what that cannot calm the students who have worked four years for what may be worthless degrees.

Phyllis Zagano is a lecturer in the department of English at the State University of New York at Stony Brook, where she is completing her doctorate in English and American literature.

مکتبہ اسلامی



# Classified Advertisements

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Headships	34	Technical Studies	38	Physical Education	39		

## Nursery Education

### NEWHAM

London Borough of  
111 THOMAS MURPHY  
Woodstock Avenue, Wembley  
Middlesex, London E9 6JH  
Application forms for the  
posts of Deputy Head of  
Nursery and Head of  
Nursery should be sent to  
the Director of Education,  
Newham, London E9 6JH  
Closing date 15th September 1977.

### BRENT

London Borough of  
111 THOMAS MURPHY  
Woodstock Avenue, Wembley  
Middlesex, London E9 6JH  
Application forms for the  
posts of Deputy Head of  
Nursery and Head of  
Nursery should be sent to  
the Director of Education,  
Brent, London WU 7 3LJ  
Closing date 15th September 1977.

## Primary Education

### BERKSHIRE

CARTWELL COUNTY COMBINED  
Woodstock Avenue, Wembley  
Middlesex, London E9 6JH  
Application forms for the  
posts of Deputy Head of  
Nursery and Head of  
Nursery should be sent to  
the Director of Education,  
Berkshire, Reading RG1 1AA  
Closing date 15th September 1977.

## Education Committee

The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.

### Acacia Nursery School

Cecil Road, E.11  
Required January, 1978

### Head Teacher

### Group 2 School

Roll 60 full-time  
Salary from £4,812.25-54.00 plus £297 London Allowance.  
Applications are invited from qualified experienced nursery teachers for the above post.  
This newly built nursery school is due to open in January 1978.  
Application forms and further details (enclose SAE) obtainable from and returnable to the Chief Education Officer, Municipal Offices, High Road, Leyton, London E15 6QJ.  
Closing date 22nd September, 1977.

## London Borough of

# Waltham Forest

### BURY

London Borough of  
111 THOMAS MURPHY  
Woodstock Avenue, Wembley  
Middlesex, London E9 6JH  
Application forms for the  
posts of Deputy Head of  
Nursery and Head of  
Nursery should be sent to  
the Director of Education,  
Bury, London E8 9JH  
Closing date 15th September 1977.

### BROMLEY

London Borough of  
111 THOMAS MURPHY  
Woodstock Avenue, Wembley  
Middlesex, London E9 6JH  
Application forms for the  
posts of Deputy Head of  
Nursery and Head of  
Nursery should be sent to  
the Director of Education,  
Bromley, London BR1 1AA  
Closing date 15th September 1977.

### ENFIELD

London Borough of  
111 THOMAS MURPHY  
Woodstock Avenue, Wembley  
Middlesex, London E9 6JH  
Application forms for the  
posts of Deputy Head of  
Nursery and Head of  
Nursery should be sent to  
the Director of Education,  
Enfield, London EN1 1AA  
Closing date 15th September 1977.

## London Borough of

# Waltham Forest

### BURY

London Borough of  
111 THOMAS MURPHY  
Woodstock Avenue, Wembley  
Middlesex, London E9 6JH  
Application forms for the  
posts of Deputy Head of  
Nursery and Head of  
Nursery should be sent to  
the Director of Education,  
Bury, London E8 9JH  
Closing date 15th September 1977.

### BROMLEY

London Borough of  
111 THOMAS MURPHY  
Woodstock Avenue, Wembley  
Middlesex, London E9 6JH  
Application forms for the  
posts of Deputy Head of  
Nursery and Head of  
Nursery should be sent to  
the Director of Education,  
Bromley, London BR1 1AA  
Closing date 15th September 1977.

### ENFIELD

London Borough of  
111 THOMAS MURPHY  
Woodstock Avenue, Wembley  
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Application forms for the  
posts of Deputy Head of  
Nursery and Head of  
Nursery should be sent to  
the Director of Education,  
Enfield, London EN1 1AA  
Closing date 15th September 1977.

## London Borough of

# Waltham Forest

### HARTFORDSHIRE

London Borough of  
111 THOMAS MURPHY  
Woodstock Avenue, Wembley  
Middlesex, London E9 6JH  
Application forms for the  
posts of Deputy Head of  
Nursery and Head of  
Nursery should be sent to  
the Director of Education,  
Hartfordshire, Hemel Hempstead  
Closing date 15th September 1977.

### HARTFORDSHIRE

London Borough of  
111 THOMAS MURPHY  
Woodstock Avenue, Wembley  
Middlesex, London E9 6JH  
Application forms for the  
posts of Deputy Head of  
Nursery and Head of  
Nursery should be sent to  
the Director of Education,  
Hartfordshire, Hemel Hempstead  
Closing date 15th September 1977.

### HARTFORDSHIRE

London Borough of  
111 THOMAS MURPHY  
Woodstock Avenue, Wembley  
Middlesex, London E9 6JH  
Application forms for the  
posts of Deputy Head of  
Nursery and Head of  
Nursery should be sent to  
the Director of Education,  
Hartfordshire, Hemel Hempstead  
Closing date 15th September 1977.

## London Borough of

# Waltham Forest

### LEICESTERSHIRE

London Borough of  
111 THOMAS MURPHY  
Woodstock Avenue, Wembley  
Middlesex, London E9 6JH  
Application forms for the  
posts of Deputy Head of  
Nursery and Head of  
Nursery should be sent to  
the Director of Education,  
Leicestershire, Leicester  
Closing date 15th September 1977.

### LEICESTERSHIRE

London Borough of  
111 THOMAS MURPHY  
Woodstock Avenue, Wembley  
Middlesex, London E9 6JH  
Application forms for the  
posts of Deputy Head of  
Nursery and Head of  
Nursery should be sent to  
the Director of Education,  
Leicestershire, Leicester  
Closing date 15th September 1977.

### LEICESTERSHIRE

London Borough of  
111 THOMAS MURPHY  
Woodstock Avenue, Wembley  
Middlesex, London E9 6JH  
Application forms for the  
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Closing date 15th September 1977.

## London Borough of

# Waltham Forest

### LEICESTERSHIRE

London Borough of  
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Closing date 15th September 1977.

### LEICESTERSHIRE

London Borough of  
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Woodstock Avenue, Wembley  
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Application forms for the  
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Nursery should be sent to  
the Director of Education,  
Leicestershire, Leicester  
Closing date 15th September 1977.

## London Borough of

# Waltham Forest

Teachers wishing to apply for a post in Scotland should contact the Registrar, The General Board of Education, 15 Royal Terrace, Edinburgh, for information about eligibility for registration with the Council.

### Appointment wanted

### Other classification

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### WARWICKSHIRE

APPOINTMENT OF HEAD  
TEACHER (Group 5) for  
the post of Head Teacher  
at the following school:  
WOLVERHAMPTON JUNIOR  
SCHOOL, Wolverhampton  
WV1 1AA

### WILTSHIRE

Second readvertisement  
STEPIE LANGHOUD, C.B.  
HEAD OF JUNIOR SCHOOL  
at the following school:  
WOLVERHAMPTON JUNIOR  
SCHOOL, Wolverhampton  
WV1 1AA

### WILTSHIRE

Second readvertisement  
STEPIE LANGHOUD, C.B.  
HEAD OF JUNIOR SCHOOL  
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WOLVERHAMPTON JUNIOR  
SCHOOL, Wolverhampton  
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WV1 1AA

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at the following school:  
WOLVERHAMPTON JUNIOR  
SCHOOL, Wolverhampton  
WV1 1AA

## County of Cleveland

### PRIMARY SCHOOL

### HEAD TEACHER (GROUP 5)

### EASTERSIDE PRIMARY SCHOOL,

### Easterside, Middlesbrough, Cleveland

Required for January, 1978, a suitably qualified and experienced teacher for the above post. The Easterside schools are at present separate junior and infant schools, but are scheduled to merge as a single primary school from January, 1978.

Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than 23rd September, 1977.

### Ro-advertisement

### Education Committee

### The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.

### Required JANUARY, 1978

### ST. MARY'S R.C. Primary School

### Station Road, London, E.4

### Head Teacher

### Group 5 School

Salary from £5,685 to £8,308 plus £287 London Allowance.  
Current roll 290 (approx.).  
Applicants must be practising Catholics. (enclose s.a.e.) obtainable from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, London E15 6QJ.  
Closing date: 19th September, 1977.

### London Borough of

# Waltham Forest

### PRIMARY SCHOOLS

### Headships

### WEST SILVERTOWN JUNIOR MIXED

### AND INFANT SCHOOL

Evelyn Road, London E16 2AR  
Roll 73 (plus 28 part-time Nursery)  
Required January 1978

### HEADTEACHER

### Group 3

Burnham Stables plus London Allowance £202 plus Social Priority Allowance £201 or £276.  
Application forms may be obtained from the undersigned, to whom they should be returned by September 16, 1977.  
Education Offices, J. S. WILKIE, M.A., Ph.D., Broadway, Stratford, Director of Education, London, E15 4BH.

### London Borough of

# Waltham Forest

### Education Committee

The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.

### Required January, 1978:—

### Greenleaf Primary School

Greenleaf Road, London, E.17.

### DEPUTY HEAD TEACHER

### Group 6 School

Salary from £4,928 to £5,563 plus £287 London Allowance and Social Priority Allowance.  
Current roll 380 (approximately).  
Application forms and further details (enclose s.a.e.) obtainable from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, London E15 6QJ.  
Closing date September 19, 1977.

### London Borough of

# Waltham Forest

500

# Oxfordshire

### Essex County Council







COLLEGES OF FURTHER EDUCATION continued
LONDON
INHER EDUCATION AUTHORITY
LONDON COLLEGE OF FURNITURE
DEPARTMENT OF FURNITURE AND FOUNDATION STUDIES

LONDON
WOOLWICH COLLEGE
Lecturer in Mechanical Engineering
Lecturer in Mechanical Engineering

LIVERPOOL EDUCATION COMMITTEE
Applications are invited for the following posts required as soon as possible unless otherwise stated.

MABEL FLETCHER TECHNICAL COLLEGE
Sandown Road, Liverpool L15 4JB

VICE PRINCIPAL GROUP V (under review)
Re-advertisement. Previous applicants automatically reconsidered.

SENIOR LECTURER: CLOTHING AND CREATIVE STUDIES
To teach Cutting and Sewing Room Management to students of Clothing and Tailoring Courses.

LECTURER II IN ENGLISH LITERATURE/COMMUNICATIONS
Required for January, 1978. Candidates should have a background of successful teaching experience ranging from basic communications to G.C.E. Advanced Level English.

LECTURER I in HOME ECONOMICS
To teach Home Management including 'O' and 'A' level Home Economics. Salary £2,913 to £4,869.

RIVERSDALE COLLEGE OF TECHNOLOGY
Riversdale Road, Liverpool L19 3QR

DEPUTY HEAD OF DEPARTMENT OF BUILDING
Candidates should be professionally qualified and have had substantial experience in industry and further education.

CHILDWALL HALL COLLEGE OF FURTHER EDUCATION
Childwall Abbey Road, Liverpool L16 0JP

LECTURER I in GEOGRAPHY
Required for January, 1978. To teach to 'O' and 'A' level students. College also offers European Studies.

Liverpool

LOTHIAN REGIONAL COUNCIL
VALLEY COLLEGE
LECTURER (A) IN ELECTRICAL ENGINEERING

NAPIER COLLEGE OF COMMERCIAL AND TECHNOLOGY
LECTURER (A) IN INDUSTRIAL DESIGN

OXFORD COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
LECTURER (A) IN BUSINESS

REDCAR
CLEVELAND TECHNICAL COLLEGE
Applications are invited for the post of Lecturer in Mechanical Engineering.

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY

DEPARTMENT OF BUSINESS
MANAGEMENT IN THE PUBLIC SECTOR

LECTURER IN ENGLISH LITERATURE/COMMUNICATIONS

LECTURER I in HOME ECONOMICS

RIVERSDALE COLLEGE OF TECHNOLOGY

DEPUTY HEAD OF DEPARTMENT OF BUILDING

CHILDWALL HALL COLLEGE OF FURTHER EDUCATION

LECTURER I in GEOGRAPHY

Liverpool

LOTHIAN REGIONAL COUNCIL
VALLEY COLLEGE
LECTURER (B) IN GENERAL AND LIBERAL STUDIES

OXFORD COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
LECTURER (B) IN GENERAL AND LIBERAL STUDIES

REDCAR
CLEVELAND TECHNICAL COLLEGE
Applications are invited for the post of Lecturer in Mechanical Engineering.

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY

DEPARTMENT OF BUSINESS
MANAGEMENT IN THE PUBLIC SECTOR

LECTURER IN ENGLISH LITERATURE/COMMUNICATIONS

LECTURER I in HOME ECONOMICS

RIVERSDALE COLLEGE OF TECHNOLOGY

DEPUTY HEAD OF DEPARTMENT OF BUILDING

CHILDWALL HALL COLLEGE OF FURTHER EDUCATION

LECTURER I in GEOGRAPHY

Liverpool

SUSSEX
STUDY CENTRE
Department of Science and Technology
Working from September 20th

WIRRAL
METROPOLITAN COLLEGE OF DISTANCE EDUCATION
Applications are invited for the post of Lecturer in Mechanical Engineering.

OXFORD COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
LECTURER (C) IN GENERAL AND LIBERAL STUDIES

REDCAR
CLEVELAND TECHNICAL COLLEGE
Applications are invited for the post of Lecturer in Mechanical Engineering.

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY

DEPARTMENT OF BUSINESS
MANAGEMENT IN THE PUBLIC SECTOR

LECTURER IN ENGLISH LITERATURE/COMMUNICATIONS

LECTURER I in HOME ECONOMICS

RIVERSDALE COLLEGE OF TECHNOLOGY

DEPUTY HEAD OF DEPARTMENT OF BUILDING

CHILDWALL HALL COLLEGE OF FURTHER EDUCATION

LECTURER I in GEOGRAPHY

Liverpool

Universities
EXETER
THE UNIVERSITY
LANGUAGE CENTRE
Temporary TUITIONSHIP in U.S.A.

WIRRAL
METROPOLITAN COLLEGE OF DISTANCE EDUCATION
Applications are invited for the post of Lecturer in Mechanical Engineering.

OXFORD COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
LECTURER (D) IN GENERAL AND LIBERAL STUDIES

REDCAR
CLEVELAND TECHNICAL COLLEGE
Applications are invited for the post of Lecturer in Mechanical Engineering.

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY

DEPARTMENT OF BUSINESS
MANAGEMENT IN THE PUBLIC SECTOR

LECTURER IN ENGLISH LITERATURE/COMMUNICATIONS

LECTURER I in HOME ECONOMICS

RIVERSDALE COLLEGE OF TECHNOLOGY

DEPUTY HEAD OF DEPARTMENT OF BUILDING

CHILDWALL HALL COLLEGE OF FURTHER EDUCATION

LECTURER I in GEOGRAPHY

Liverpool

Colleges of Higher Education
Directors and Principals
HEREFORD AND WORCESTER
EDUCATION DEPARTMENT

WIRRAL
METROPOLITAN COLLEGE OF DISTANCE EDUCATION
Applications are invited for the post of Lecturer in Mechanical Engineering.

OXFORD COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
LECTURER (E) IN GENERAL AND LIBERAL STUDIES

REDCAR
CLEVELAND TECHNICAL COLLEGE
Applications are invited for the post of Lecturer in Mechanical Engineering.

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY

DEPARTMENT OF BUSINESS
MANAGEMENT IN THE PUBLIC SECTOR

LECTURER IN ENGLISH LITERATURE/COMMUNICATIONS

LECTURER I in HOME ECONOMICS

RIVERSDALE COLLEGE OF TECHNOLOGY

DEPUTY HEAD OF DEPARTMENT OF BUILDING

CHILDWALL HALL COLLEGE OF FURTHER EDUCATION

LECTURER I in GEOGRAPHY

Liverpool

Other Appointments
ESSEX
HAMILTON INSTITUTE OF EDUCATION
Lecturer in Mechanical Engineering

WIRRAL
METROPOLITAN COLLEGE OF DISTANCE EDUCATION
Applications are invited for the post of Lecturer in Mechanical Engineering.

OXFORD COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
LECTURER (F) IN GENERAL AND LIBERAL STUDIES

REDCAR
CLEVELAND TECHNICAL COLLEGE
Applications are invited for the post of Lecturer in Mechanical Engineering.

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY

DEPARTMENT OF BUSINESS
MANAGEMENT IN THE PUBLIC SECTOR

LECTURER IN ENGLISH LITERATURE/COMMUNICATIONS

LECTURER I in HOME ECONOMICS

RIVERSDALE COLLEGE OF TECHNOLOGY

DEPUTY HEAD OF DEPARTMENT OF BUILDING

CHILDWALL HALL COLLEGE OF FURTHER EDUCATION

LECTURER I in GEOGRAPHY

Liverpool

Youth and Community Worker
SURREY COUNTY COUNCIL
Further details and application form from Mr. E. Corner.

WIRRAL
METROPOLITAN COLLEGE OF DISTANCE EDUCATION
Applications are invited for the post of Lecturer in Mechanical Engineering.

OXFORD COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
LECTURER (G) IN GENERAL AND LIBERAL STUDIES

REDCAR
CLEVELAND TECHNICAL COLLEGE
Applications are invited for the post of Lecturer in Mechanical Engineering.

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY

DEPARTMENT OF BUSINESS
MANAGEMENT IN THE PUBLIC SECTOR

LECTURER IN ENGLISH LITERATURE/COMMUNICATIONS

LECTURER I in HOME ECONOMICS

RIVERSDALE COLLEGE OF TECHNOLOGY

DEPUTY HEAD OF DEPARTMENT OF BUILDING

CHILDWALL HALL COLLEGE OF FURTHER EDUCATION

LECTURER I in GEOGRAPHY

Liverpool

Community Homes and Associated Institutions
ESSEX
COMMUNITY HOMES
Remedial Teacher

WIRRAL
METROPOLITAN COLLEGE OF DISTANCE EDUCATION
Applications are invited for the post of Lecturer in Mechanical Engineering.

OXFORD COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
LECTURER (H) IN GENERAL AND LIBERAL STUDIES

REDCAR
CLEVELAND TECHNICAL COLLEGE
Applications are invited for the post of Lecturer in Mechanical Engineering.

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY

DEPARTMENT OF BUSINESS
MANAGEMENT IN THE PUBLIC SECTOR

LECTURER IN ENGLISH LITERATURE/COMMUNICATIONS

LECTURER I in HOME ECONOMICS

RIVERSDALE COLLEGE OF TECHNOLOGY

DEPUTY HEAD OF DEPARTMENT OF BUILDING

CHILDWALL HALL COLLEGE OF FURTHER EDUCATION

LECTURER I in GEOGRAPHY

Liverpool

Youth and Community Service
HEREFORD AND WORCESTER
EDUCATION DEPARTMENT
Lecturer in Mechanical Engineering

WIRRAL
METROPOLITAN COLLEGE OF DISTANCE EDUCATION
Applications are invited for the post of Lecturer in Mechanical Engineering.

OXFORD COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
LECTURER (I) IN GENERAL AND LIBERAL STUDIES

REDCAR
CLEVELAND TECHNICAL COLLEGE
Applications are invited for the post of Lecturer in Mechanical Engineering.

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY

DEPARTMENT OF BUSINESS
MANAGEMENT IN THE PUBLIC SECTOR

LECTURER IN ENGLISH LITERATURE/COMMUNICATIONS

LECTURER I in HOME ECONOMICS

RIVERSDALE COLLEGE OF TECHNOLOGY

DEPUTY HEAD OF DEPARTMENT OF BUILDING

CHILDWALL HALL COLLEGE OF FURTHER EDUCATION

LECTURER I in GEOGRAPHY

Liverpool

Westhill College
Selly Oak, Birmingham B29 6LL
Principal: Alan G. Bamford, M.Ed., F.R.S.A.

WIRRAL
METROPOLITAN COLLEGE OF DISTANCE EDUCATION
Applications are invited for the post of Lecturer in Mechanical Engineering.

OXFORD COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
LECTURER (J) IN GENERAL AND LIBERAL STUDIES

REDCAR
CLEVELAND TECHNICAL COLLEGE
Applications are invited for the post of Lecturer in Mechanical Engineering.

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY

DEPARTMENT OF BUSINESS
MANAGEMENT IN THE PUBLIC SECTOR

LECTURER IN ENGLISH LITERATURE/COMMUNICATIONS

LECTURER I in HOME ECONOMICS

RIVERSDALE COLLEGE OF TECHNOLOGY

DEPUTY HEAD OF DEPARTMENT OF BUILDING

CHILDWALL HALL COLLEGE OF FURTHER EDUCATION

LECTURER I in GEOGRAPHY

Liverpool

Chelms Institute of Higher Education
Victoria Road South, Chelmsford CM1 1LL
(Tel.: Chelmsford 54491)

WIRRAL
METROPOLITAN COLLEGE OF DISTANCE EDUCATION
Applications are invited for the post of Lecturer in Mechanical Engineering.

OXFORD COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
LECTURER (K) IN GENERAL AND LIBERAL STUDIES

REDCAR
CLEVELAND TECHNICAL COLLEGE
Applications are invited for the post of Lecturer in Mechanical Engineering.

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY

DEPARTMENT OF BUSINESS
MANAGEMENT IN THE PUBLIC SECTOR

LECTURER IN ENGLISH LITERATURE/COMMUNICATIONS

LECTURER I in HOME ECONOMICS

RIVERSDALE COLLEGE OF TECHNOLOGY

DEPUTY HEAD OF DEPARTMENT OF BUILDING

CHILDWALL HALL COLLEGE OF FURTHER EDUCATION

LECTURER I in GEOGRAPHY

Liverpool

Essex County Council
Lecturer in Education
Applications are invited for appointment as Lecturer in Education with special reference to the education of severely mentally handicapped children.

WIRRAL
METROPOLITAN COLLEGE OF DISTANCE EDUCATION
Applications are invited for the post of Lecturer in Mechanical Engineering.

OXFORD COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
LECTURER (L) IN GENERAL AND LIBERAL STUDIES

REDCAR
CLEVELAND TECHNICAL COLLEGE
Applications are invited for the post of Lecturer in Mechanical Engineering.

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY

DEPARTMENT OF BUSINESS
MANAGEMENT IN THE PUBLIC SECTOR

LECTURER IN ENGLISH LITERATURE/COMMUNICATIONS

LECTURER I in HOME ECONOMICS

RIVERSDALE COLLEGE OF TECHNOLOGY

DEPUTY HEAD OF DEPARTMENT OF BUILDING

CHILDWALL HALL COLLEGE OF FURTHER EDUCATION

LECTURER I in GEOGRAPHY

Liverpool

Royal County of Berkshire
YOUTH AND COMMUNITY WORKER
Applications are invited for appointment as Youth and Community Worker at the Sandhurst Youth and Community Centre.

Somerset
EDUCATIONAL & CULTURAL SERVICES COMMITTEE
COMMUNITY CENTRE WARDEN
Community Centre Warden required at the new Taunton Youth and Community Centre in Somerset.

FURTHER EDUCATION DIVISION

**PROFESSIONAL ADMINISTRATIVE ASSISTANT**  
Ref. TES/191

£2,689-£4,992 plus maximum supplements of £312 p.a. (Phase I) and 5 per cent up to £208 p.a. (Phase II). Applications are invited for the above post in the Department of Education of Leeds City Council.

The duties of the post will be concerned mainly with the Authority's colleges and institutes of further education and with joint educational services shared with other local authorities in Yorkshire.

The post is suitable for a person wishing to enter educational administration in the service of a local authority. Applicants should normally possess a degree or equivalent professional qualification and teaching experience will be considered an important asset.

Further details and application forms, which should be returned by Monday, 18th September, are available from the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.

**Overseas Appointments**

**SWAZILAND**  
LUSHINGI RAMHARA SCHOOL, Lushingi, Ramhara, Lushingis District, Swaziland. For details of the post, which is suitable for a person with a degree or equivalent qualification and experience in teaching and administration, contact the Director of Education, Leeds City Council, Leeds LS1 3AE.

**ITALY**  
The Ministry of Education is seeking applications for the post of English teacher in the Lycée Français de Rome. The post is suitable for a person with a degree or equivalent qualification and experience in teaching. Further details and application forms are available from the Director of Education, Leeds City Council, Leeds LS1 3AE.

**EAST MALAYSIA**  
WINDALU INTERNATIONAL SCHOOL. The Ministry of Education is seeking applications for the post of English teacher in the Windalu International School. The post is suitable for a person with a degree or equivalent qualification and experience in teaching. Further details and application forms are available from the Director of Education, Leeds City Council, Leeds LS1 3AE.

**IRAN**  
The Ministry of Education is seeking applications for the post of English teacher in the British School of Tehran. The post is suitable for a person with a degree or equivalent qualification and experience in teaching. Further details and application forms are available from the Director of Education, Leeds City Council, Leeds LS1 3AE.

**ALGERIA**

The Ministry of Education is seeking applications for the post of English teacher in the British School of Algiers. The post is suitable for a person with a degree or equivalent qualification and experience in teaching. Further details and application forms are available from the Director of Education, Leeds City Council, Leeds LS1 3AE.

**Administration Local Education Authority**

**AVON COUNTY COUNCIL**  
The Ministry of Education is seeking applications for the post of Education Officer in the Avon County Council. The post is suitable for a person with a degree or equivalent qualification and experience in education administration. Further details and application forms are available from the Director of Education, Leeds City Council, Leeds LS1 3AE.

**BUCKINGHAMSHIRE EDUCATION AUTHORITY**  
The Ministry of Education is seeking applications for the post of Education Officer in the Buckinghamshire Education Authority. The post is suitable for a person with a degree or equivalent qualification and experience in education administration. Further details and application forms are available from the Director of Education, Leeds City Council, Leeds LS1 3AE.

**General DEVELOPMENT EDUCATION OFFICER FOR YOUTH**

The Ministry of Education is seeking applications for the post of Development Education Officer for Youth. The post is suitable for a person with a degree or equivalent qualification and experience in development education. Further details and application forms are available from the Director of Education, Leeds City Council, Leeds LS1 3AE.

**MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY YOUTH LEADER WITH THE BRITISH FORCES GERMANY**

Applications are invited from suitably qualified and experienced Youth Leaders to fill this post in November or as soon as possible thereafter. Youth Leaders are required to serve at a variety of centres and will be required to concentrate their efforts upon the leisure interests of the young people who live in local quarters area around existing youth facilities. The engagement will be for three years. Salary will be in accordance with the Joint Negotiating Committee for Youth Leaders and Community Centre Wardens, i.e. £2,712-£3,537 p.a. plus Supplement. In addition, a London Allowance of £402 p.a. will be paid together with a tax-free Foreign Service Allowance.

The appointment is superannuable under the Teachers' Superannuation Act. Requests for application forms and further details should be sent to the Ministry of Defence, CM(S)4(L), Lacon House, Theobalds Road, London WC1X 8RY and completed application forms should arrive no later than 14th September, 1977, quoting reference AW/1433.

**Ancillary Services**

**DUCKINGHAMSHIRE**  
The Ministry of Education is seeking applications for the post of Ancillary Services Officer in the Duckinghamshire Education Authority. The post is suitable for a person with a degree or equivalent qualification and experience in ancillary services. Further details and application forms are available from the Director of Education, Leeds City Council, Leeds LS1 3AE.

**LONDON**  
The Ministry of Education is seeking applications for the post of Ancillary Services Officer in the London Education Authority. The post is suitable for a person with a degree or equivalent qualification and experience in ancillary services. Further details and application forms are available from the Director of Education, Leeds City Council, Leeds LS1 3AE.

**Miscellaneous**

**CITY OF LONDON**  
The City of London is seeking applications for the post of Ancillary Services Officer. The post is suitable for a person with a degree or equivalent qualification and experience in ancillary services. Further details and application forms are available from the Director of Education, Leeds City Council, Leeds LS1 3AE.

**LITHIAN REGIONAL COUNCIL**  
The Lithian Regional Council is seeking applications for the post of Ancillary Services Officer. The post is suitable for a person with a degree or equivalent qualification and experience in ancillary services. Further details and application forms are available from the Director of Education, Leeds City Council, Leeds LS1 3AE.

**Senior Ski Instructor**

Salary AP/5 £2,651 p.a. plus £4,380 p.a. including London weighting plus £312 p.a. supplement, plus 5 per cent Supplement subject to a minimum of £138 p.a. and a maximum of £208 p.a.

Could you continue your skiing expertise, enthusiasm and instructing ability with the efficient management and promotion of Hillingdon's Ski Centre? We are looking for a qualified Ski Instructor to be responsible for the day to day running of the Ski Centre, the promotion of through and other events and the practical management of the Ski Slopes, preferably but not necessarily with Local Government experience. The Ski Centre is part of the Hillingdon House Farm Leisure complex, which includes an open air swimming pool, tennis courts, athletic tracks, football pitches etc. Therefore, it may be possible for the person appointed to expand their managerial experience in a wider recreational field. The postholder may be required particularly during the summer period, to work elsewhere within the Hillingdon House Farm complex including the swimming pool.

HILLINGDON is situated to the west of Greater London, borders on Bucks and Herts, yet offers easy access to Central London. One third of its 42 square miles is Green Belt.

Application form and further details from the Personnel Officer, Hillingdon Leisure Centre, Hillingdon House Farm, Hillingdon, Uxbridge, Middlesex UB8 3JW. Tel: 0181-608-2222. Closing date 18 September, 1977.

**STATE COLLEGE OF ARTS & SCIENCE SOKOTO (Nigeria)**

Applications are invited from suitably qualified graduate teachers with three to five years' teaching experience in the relevant disciplines to fill the following vacancies:

- TWO lecturers for remedial English. They will be required to prepare candidates for "O" levels. These students would have unsuccessfully attempted the "O" level examinations.
- ONE lecturer for teaching "O" and "A" level English Literature.
- ONE lecturer for teaching "O" and "A" level Chemistry (Physical).
- ONE lecturer for teaching "O" and "A" level Zoology.
- TWO lecturers for teaching "O" and "A" level Geography.
- ONE lecturer for teaching "O" and "A" level History.

Successful candidates will be required to take up appointments as early as possible.

The applicable scales are given below. The point of entry will be determined by the experience of the candidate. Ten per cent contract addition will be payable. At the end of the contract fifteen per cent of the total contract salary will be payable as gratuity. Fifty per cent of the gross salary will be remittable to home country. Home leave after 21 months' residential service during long vacation. A maximum of 25 Naïra per month will be charged for suitable house with hard furnishing. Loan for purchase of a car will be available. Income tax approximately 12 to 15% of salary.

- G.L.10 : Naïra 5480 to Naïra 8432
- G.L.11 : Naïra 6444 to Naïra 8984
- G.L.12 : Naïra 7104 to Naïra 7752
- G.L.13 : Naïra 7784 to Naïra 8724

(Naïra 1.20 = £1 at present rate of exchange)

INDUCEMENT ADDITION of Naïra 600 p.a. will be payable to lecturers on G.L.10 only.

CANDIDATES ARE REQUIRED TO SUBMIT THREE COPIES OF THEIR CURRICULUM VITAE WITH THREE RECENT PASSPORT SIZE PHOTOGRAPHS AND THREE PHOTOSTAT COPIES OF THEIR QUALIFICATIONS.

The following information must be provided:

- Full name
- Place and date of birth
- Nationality
- Marital status; number of children and their ages
- Qualifications: dates and detailed transcripts including subjects taken
- Teaching experience including schools taught with dates
- Present employment
- Full postal address including telephone number
- Two written references, one from the present employer/Principal/Headmaster.

ALL APPLICATIONS MUST BE SENT BY REGISTERED POST TO PRINCIPAL, STATE COLLEGE OF ARTS & SCIENCE, SOKOTO, LAGOS, 113 KINGSWAY, LONDON, W.O.2, WITHIN A FORTNIGHT OF THE APPEARANCE OF THIS ADVERTISEMENT.

Clearly mark the envelope "S.C.A.S."

**SPAIN**  
The Ministry of Education is seeking applications for the post of English teacher in the British School of Madrid. The post is suitable for a person with a degree or equivalent qualification and experience in teaching. Further details and application forms are available from the Director of Education, Leeds City Council, Leeds LS1 3AE.

**PAPUA NEW GUINEA**  
The Ministry of Education is seeking applications for the post of English teacher in the British School of Port Moresby. The post is suitable for a person with a degree or equivalent qualification and experience in teaching. Further details and application forms are available from the Director of Education, Leeds City Council, Leeds LS1 3AE.

**AFRICA**  
The Ministry of Education is seeking applications for the post of English teacher in the British School of Accra. The post is suitable for a person with a degree or equivalent qualification and experience in teaching. Further details and application forms are available from the Director of Education, Leeds City Council, Leeds LS1 3AE.

**WARWICKSHIRE EDUCATION AUTHORITY**  
The Ministry of Education is seeking applications for the post of English teacher in the Warwickshire Education Authority. The post is suitable for a person with a degree or equivalent qualification and experience in teaching. Further details and application forms are available from the Director of Education, Leeds City Council, Leeds LS1 3AE.

**THE NATIONAL SOCIETY FOR CHILDREN'S EDUCATION**  
The National Society for Children's Education is seeking applications for the post of English teacher in the National Society for Children's Education. The post is suitable for a person with a degree or equivalent qualification and experience in teaching. Further details and application forms are available from the Director of Education, Leeds City Council, Leeds LS1 3AE.

**KIRKLEES EDUCATION AUTHORITY**  
The Ministry of Education is seeking applications for the post of English teacher in the Kirklees Education Authority. The post is suitable for a person with a degree or equivalent qualification and experience in teaching. Further details and application forms are available from the Director of Education, Leeds City Council, Leeds LS1 3AE.

**sandwell**  
Metropolitan Borough Council  
DEPARTMENT OF EDUCATION  
**CHIEF INSPECTOR**  
BURNHAM HEAD TEACHER GROUP II  
£8,445 - £9,069

Applications are invited from suitably qualified and experienced persons for the above post. The successful candidate who will be responsible to the Education Officer, will be required to lead a team of 15 Advisers and will have overall responsibility for the advisory service to schools. Application forms and further particulars are available from — The Personnel Officer, Town Hall, High Street, West Bromwich, West Midlands B70 8DX. G. A. Brinsdon, Director of Education.

**CITY OF NORWICH**  
Directorate of Planning and Environment Amenities Division  
**Community Development Officer**

Applications are invited from suitably qualified and experienced people for this senior post.

Salary N.A.O. Grade AP/4/5 (£3,366-£4,095) plus £312 supplement plus phase II supplement (allowance expenses) and/or temporary housing in approved cases.

Please send a stamped addressed envelope for application form and further details to the Amenities Officer, 15 Chapel Field East, Norwich NR2 1RN.

An outstanding opportunity to add your skills and experience to a team of workers in this progressive City.

**Royal County of BERKSHIRE**  
**EDUCATIONAL PSYCHOLOGIST**  
£7,470-£8,084

Educational Psychologist with Good Honours Degree in Psychology post-graduate training in educational psychology and relevant experience as qualified teacher, required for varied work in the School Psychological Service and Child Guidance Service. The appointment will be based, in the first instance, in Slough, for which London Fringe Area Payment applies. A car allowance is payable.

Application form and further details from Director of Education (RPM), Kennet House, 80/82 Kings Road, Reading. Internal enquiries may be made to Mrs. D. Brownhill, Principal Educational Psychologist (Reading 56631). Closing date 19 September, 1977.

**DEVON**  
**ADVISORY SERVICE**

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers.

Phase Adviser for Primary Education (South West Devon)

Phase Adviser for Education in the Middle Years (West Devon)

Phase Adviser for Education in the Early Years (West Devon)

Subject Adviser: English (Primary)

Adviser for Special Services

Salary: £6,990-£7,593, plus supplements.

Further details and application form obtainable from the Chief Education Officer, Devon County Council, County Hall, Topham Road, Exeter EX2 4QG, to whom it should be returned by Friday, 16th September.

These appointments are being made in order to bring the service back, after a recent review, to its original establishment.

**LEEDS CITY COUNCIL**  
DEPARTMENT OF EDUCATION  
**ADVISORY DIVISION GENERAL ADVISER (Primary Education)**  
Ref. TES/190

Salary £6,990 to £7,593 plus £312 plus £188 pay supplements per annum.

The Advisory Service in Leeds includes a Chief Adviser and five Senior Advisers each responsible for an area of the City and, for leading a team of General Advisers each of whom is responsible for liaison with schools and colleges in the area.

The General Adviser for Primary Education is one of a team of three primary education specialists and will advise Head teachers and Advisory colleagues on all matters relating to this field in any of the 249 primary schools in Leeds. The post is vacant following the retirement of Mrs. G. W. Davis.

Applications are invited from people who have appropriate qualifications and experience and who are fully informed of current developments in the field of primary education.

Application forms, which should be returned by Monday, September 19, are available from the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.

**LEEDS CITY COUNCIL**  
DEPARTMENT OF EDUCATION  
**ADVISORY DIVISION GENERAL ADVISER (Primary Education)**  
Ref. TES/190

Salary £6,990 to £7,593 plus £312 plus £188 pay supplements per annum.

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Applications are invited from people who have appropriate qualifications and experience and who are fully informed of current developments in the field of primary education.

Application forms, which should be returned by Monday, September 19, are available from the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.

**OIL OPPORTUNITIES and YOU A GREAT COMBINATION!**

The Arabian Gulf Exploration Company, AGECO, a major Libyan oil company requires for their London Office a **TRAINING OFFICER** salary £4,500-£5,000 p.a.

This position involves keeping the relevant Company personnel in Benghazi fully informed of current and new training and educational developments within the oil industry or request, identifying and evaluating specific training courses and programmes supporting the progress and welfare of company trainees and students in the U.K. Additional duties would include visiting trainees at their assigned locations, following up on their progress and counselling them as required; maintaining training and educational records and preparing periodic reports, etc.

Applicants should be between 40 and 60 years of age with wide experience in training, preferably within the oil industry. A.B.A. Degree qualification is desirable but not essential.

Excellent working conditions in modern offices near to Marble Arch.

London based allowance.

Please apply not later than 16th September 1977 with C.V. quoting Ref. T011/1977 J01

THE ARABIAN GULF EXPLORATION COMPANY (UK) 36 PORTMAN SQUARE LONDON W1A 0BB ENGLAND

**AGECO**

**BELFAST EDUCATION AND LIBRARY BOARD**  
CITY OF BELFAST SCHOOL OF MUSIC  
**INSTRUMENTAL SPECIALISTS**

Applications are invited from suitably qualified instrumental teachers to join a total team of 18 full-time and over 80 part-time tutors.

WOODWIND, 1 post (Flute/Bassoon)  
BRASS, 1 post (Preferably French Horn)  
STRINGS, 2 posts (Violin/Viola)

**DUTIES:**

- participate in teaching in day-schools;
- taking part in demonstration/recitals;
- individual teaching of more advanced students (evening);
- assisting with Saturday morning orchestras, Band or Junior Centre (\*).

**SALARY (Scale 1/11).**  
Salary will be in accordance with the Northern Ireland Department of Education's Salary Regulations. Incremental credit will be given by the Department for suitable experience, and additional allowances granted in respect of University Degrees or equivalent qualifications and teacher training.

(\*Additional Payment is made for evening and Saturday morning work.)

Scale 1 £2,263-£3,744 (14 points)  
Scale II £2,655-£4,212 (13 points)  
salary supplement of £312 per annum plus an increase, in remuneration within the terms of the Pay Policy, with effect from 1st April, 1977.

Application forms and further details are available from the Chief Officer, Belfast Education and Library Board, 40 Academy Street, Belfast BT1 2NQ, to whom they should be returned by THURSDAY, 22nd SEPTEMBER, 1977.

Conversing will be difficult.

**OVERSEAS TEACHING POSTS**

**ELT SPECIALIST IN INSTRUCTIONAL MATERIALS (THAILAND)**  
Chulalongkorn University, Bangkok  
To devise tests and develop general and ESP materials.  
Qualifications: Graduates with relevant postgraduate qualification and at least 5 years' experience.  
Salary: £6,210-£7,054 plus 10 per cent inducement allowance.  
Benefits: Personal and children's allowances, free furnished accommodation, medical scheme, employer's portion of superannuation contribution. 2 year contract.

**HEAD OF ENGLISH DEPARTMENT (YEMEN)**  
National Institute of Public Administration, Sana'a. From late Dec 1977  
Administrative and teaching duties. Materials preparation, supervision of other Institutes of Public Administration at Taiz and Hodeidah.  
Qualifications: English educational background, Honours degree, TEFL qualification, overseas teaching experience, men only.  
Salary: £6,210-£7,054 p.a.  
Benefits: Personal and children's allowances, free furnished accommodation, medical scheme, employer's portion of superannuation contribution. Contract to August 1979.  
Return fares are paid. Local contracts are guaranteed by the British Council.  
Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and application form to The British Council (Appointments), 8 Bayley Street, London W1Y 2AA.

76 TU 104

**THE BRITISH COUNCIL**

**DIocese of Southwark**  
**DIRECTOR OF TRAINING**

Applications are sought for the new post of Diocesan Director of Training. This appointment aims to coordinate the education and training of priests, according to lay ministry, and lay. The person appointed will be required to evaluate training needs and facilities available in the diocese, to initiate new training, and to organise courses at diocesan, deanery and parish levels. He/she will be responsible to the Bishop's Advisory Board for Training, and will act as vice-chairman of this Board.

The person appointed could be ordained or lay. A theological qualification and practical experience of training adults is essential. He/she should already be conspicuous as a communicator of the Gospel and must be able to integrate theology with concern for and understanding of society. He/she should be able to relate to the various forms of churchmanship and theological emphases in the diocese.

Salary (pensionable): if clerical, equivalent to residential Canon with housing provision; if lay, on scale £8,887-£9,887. Appointment will be for five years in first instance, renewable by mutual agreement for two years and thereafter annually.

Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**MISCELLANEOUS**  
**Appointments continued**

**POWYS COUNTY COUNCIL**  
**EDUCATION DEPARTMENT**  
**MUSIC TEACHER (WIMBORNE)**  
Required for January 1, 1978.

**AS NORTH POWYS**  
Wimborne, Powys, Wales. Full-time, 35 hours per week. Salary £8,100 p.a. plus 10% superannuation. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**WARWICKSHIRE COUNTY READING ADVISORY SERVICE**  
**APPOINTMENT OF HEAD OF SERVICE**  
Applications are invited from suitably qualified and experienced teachers for the post of Head of the County Reading Advisory Service, to be based at Stratford-upon-Avon, Warwickshire. Salary scale equivalent to Head Teacher, Group 10, £10,000 p.a. plus 10% superannuation. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**Appointments Wanted**

**ENGLISH LECTURER (P.T.L.)**  
at present working in North London. Man, university degree, interested in education, willing to accept a wide range of subjects. Salary £10,000 p.a. plus 10% superannuation. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**EXPERIENCED TEACHER**  
in primary school, willing to accept a wide range of subjects. Salary £10,000 p.a. plus 10% superannuation. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**FEMALE primary school teacher**  
with 10 years' experience, willing to accept a wide range of subjects. Salary £10,000 p.a. plus 10% superannuation. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**FRENCH woman (30)**  
would like to teach in the Bath area. Salary £10,000 p.a. plus 10% superannuation. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**WOULD any qualified teacher**  
like to become a primary school teacher? Salary £10,000 p.a. plus 10% superannuation. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**Personal**

**Announcements**

**A PRIVATE ADVANCE**  
arranged for the purchase of a new house in the area of the new school. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**AGENCY REQUIRES TUTOR**  
in all subjects, willing to accept a wide range of subjects. Salary £10,000 p.a. plus 10% superannuation. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**EMIGRATE WITH BREWER & TURNBULL**  
specialise in the sale of houses in the area of the new school. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**FOR LOANS AND MORTGAGES**  
The property is available for purchase. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**HOLIDAY AND PERSONAL LOANS**  
available for purchase. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**IMMEDIATE ADVANCES**  
available for purchase. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**REGIONAL TRUST LTD.**  
available for purchase. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**MORTGAGES**  
Up to 100% per cent with Government Guarantee. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**MORTGAGES UP TO 100%**  
For teachers and other professional persons. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**PERSONAL LOANS**  
available for purchase. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**RECEPTION**  
available for purchase. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**UP TO 10% PER CENT DISCOUNT**  
on all purchases. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**BRITISH MUSEUM**  
available for purchase. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**MUSEUM OF MANKING**  
available for purchase. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**TATE GALLERY**  
available for purchase. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**ENTERTAINMENTS**  
available for purchase. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**DIKOR OF YORK'S**  
available for purchase. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**THE TRAMSHED**  
available for purchase. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**CHANNEL ISLANDS**  
available for purchase. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**FEATHERBED WEEKEND HOLIDAYS**  
available for purchase. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**FIELD STUDIES**  
available for purchase. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

**INTERNATIONAL LANGUAGE CLUB**  
available for purchase. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

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The person appointed will be expected to do two nights a week residential duty. A single person may be provided with accommodation and board. The centre staff are enthusiasts who work long and irregular hours for which time off in lieu is given whenever possible.

Application forms from County Personnel Officer, County Offices, Caernarvon. Closing date: 18th September, 1977.

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**SCALE 2 POST**

for fully qualified and experienced teacher. (Special Instructor's Scale for other experienced musicians). Required from January, 1978, or as soon as possible. Peripatetic teacher of Woodwind for the South Tees area of the County including Middlesbrough. The teacher would join an established team teaching individual pupils and small groups in schools and assist with the development of instrumental work generally. There are 26 central schools and youth orchestras and bands in Cleveland County. Car allowance available.

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Forms of application obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 9BN, not later than 18th September, 1977.

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**CENTRAL LONDON**  
The Institute of Education offers a two-year diploma in English as a Foreign Language. Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

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Applications are invited for the post of Area Ranger (male or female) based on Crowden in Longdendale. Salary scale Technical Officer's Grade 4, including salary and earnings supplements, £3,861 to £4,214 per annum.

Applicants should be over 25 years of age and have good outdoor experience with some knowledge of the Peak District and an interest in countryside conservation, natural history, rural crafts and hill walking. Mountain leadership certificate an advantage. Current driving licence and first aid certificate essential. Accommodation provided. Opportunity exists for spouse to take employment as warden of the adjoining camp site.

Application forms and further particulars from National Park Officer, Aldern House, Bakewell, Derbyshire DE4 1AE. Completed forms returnable by Tuesday, September 27, 1977.

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Extra payment will be made for additional work. Normal N.E.C. car and subsistence rates will be payable for approved travel on duty. The post is open to both men and women.

Application form may be obtained, on receipt of a stamped addressed envelope, from the Personnel Officer, North-Eastern Education and Library Board, County Hall, 182 Galop Road, Billingham, W44 1HN. Applications should be returned not later than FRIDAY, 28th SEPTEMBER, 1977.

Conversing in any form will disqualify.

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Relocation expenses will be considered where appropriate.

For an application form, phone David Reeves on 01-788 7272 extension 4150, or write to him at I.C.L. 85/91 Upper Richmond Road, Putney, London SW15 2TE. Please quote reference T251497.

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